

Practical English



SEPTEMBER 23, 1946

BUSINESS LETTER WRITING (See page 5) ►

the Fire stick

from which the streamliners grew

For centuries the natives of Samoa have made fire with a simple device consisting of a bamboo tube, a tight-fitting plunger and bits of dry moss.

Ramming home the plunger raises temperatures—which ignites the moss. That is all there is to it.

Applying the same simple principle of physics, civilized men developed the Diesel engine late in the last century. In this engine, fuel is ignited by the heat resulting from compressing air in the cylinders, eliminating all need for spark plugs and ignition systems.

But the early Diesel was big and heavy. Weight and bulk threatened to limit its use because no one could afford to spend the time and money to develop a compact Diesel engine light enough for general use.

General Motors, however, had a big, modern labora-

tory, maintained out of its earnings from the manufacture of automobiles, refrigerators and so on.

Seeing the great promise in the Diesel, it put these facilities to work, investing many months of time and many thousands of dollars in the project.

The powerful, economical, compact engine that resulted promptly suggested a new type of locomotive for the railroads. Technicians got busy on more studies—and in due time, a new type of train—the swift, sleek, Diesel-powered streamliners of today—took to the rails.

It's a far cry from the primitive Samoan fire stick to the ultra-modern rail-liners that now speed across our countryside.

But it is a gap which has been bridged by the willingness of companies like GM to "plow back" part of their earnings into improving products and developing new ones.

Only a prospering business can do this. So every streamline train you see is evidence that *all the people* profit when a business prospers.

On the Air HENRY J. TAYLOR,
coast to coast, twice weekly.
See your local newspaper
for time and station.



GENERAL MOTORS

"MORE AND BETTER THINGS FOR MORE PEOPLE"

*The People profit
when a Business prospers.*

CHEVROLET • PONTIAC • OLDSMOBILE • BUICK • CADILLAC • BODY BY
FISHER • FRIGIDAIRE • GMC TRUCK & COACH • GM DIESEL

Practical English

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

EXECUTIVE STAFF

MAURICE R. ROBINSON, President and Publisher
• KENNETH M. GOULD, Editor-in-Chief • MARGARET HAUSER, Associate Editor • MARY JANE DUNTON, Art Director • SARAH McC. GORMAN, Production Chief • G. HERBERT McCracken, Vice President and Director of Advertising • JACK K. LIPPERT, Assistant to the Publisher • CLYDE R. SHUFORD, Circulation Manager • AGNES LAURINO, Business Manager • AUGUSTUS K. OLIVER, Treasurer.

ADVISORY BOARDS

NATIONAL COUNCIL: Ir! M. Brock, Principal, Arthur Hill High School, Saginaw, Mich. • Henry H. Hill, President, Peabody College for Teachers, Nashville, Tenn. • Msgr. Frederick G. Hochwalt, National Catholic Welfare Conference • Herold C. Hunt, Superintendent of Schools, Kansas City, Mo. • Carroll R. Reed, Assistant Superintendent of Schools, Washington, D. C. • Dean M. Schweickhard, State Commissioner of Education, Minnesota • Ben D. Wood, Columbia University.

PRACTICAL ENGLISH: Vernal H. Carmichael, Editor, National Business Education Quarterly • Hamden L. Farkner, Teachers College, Columbia University • Beatrice Hodgins, Board of Education, New York City.

PRACTICAL ENGLISH published weekly, September through May inclusive except during school holidays at Christmas and Mid-year. Application for entry as second-class matter at the Post Office at Dayton, Ohio, under Act of March 3, 1879, is pending. Contents copyright, 1946, by Scholastic Corporation. SUBSCRIPTION PRICES: for two or more copies to one address, \$1.20 a school year each (32 issues) or 60c a semester each (16 issues); single subscription, \$2.00 a school year. Single copy (current school year), 10 cents each. Office of publication, McColl St., Dayton 1, Ohio.

CONTENTS THIS WEEK

Editorial: There's Money in It, Too	3
Dear Sir, by Dorothy M. Johnson	5
Lost and Found Department: Sign Language	7
Confessions of a Secretary	8
The Managing Editor Talks, by Mac Cullen	9
Words to the Wise	10
Letter Perfect	11
Who? Which? What?	12
Who's in the News	13
March of Events	14
U.N. News	16
King Cobra, by Frank Buck and Edward Anthony	17
Automobiles and Highways, Part II	20
Boy dates Girl, by Gay Head	22
Keen Questions	24
Sports	26
Speak Up!	27
Following the Films	28
Laughs	30

Address all correspondence, Editorial, Subscription, or Advertising, to: PRACTICAL ENGLISH, 220 East 42nd St., New York 17, N. Y.

There's Money in It, Too

DID you have a job this past summer? Were you tempted to keep on working and *not* go back to school? Do you ever gripe about school work? Are you a dollars-and-cents guy who says "What's in it for me?"

If so, the Bureau of the Census can quickly prove to you that every additional year you go to school pays off in cash money — not in pennies either, but in a big way.

You will be surprised when you study the figures. You have been told by your parents and your teachers that you will be sorry — later in life — if you don't take advantage of the opportunities of your youth to get every possible bit of education. All of us, when we are young, get tired of hearing the warnings of our elders. We can always point to some man who quit school at 14 and yet "made a lot of money." But the Census Bureau knows that the man you chose for your example is a rare exception. Let's take a good look at the figures*.

If you finish high school you have about one chance in eight of earning more than \$2,500 a year from age 25 to 64. If you only finish grammar school, your chances drop to one in 19. If you can find a way to continue your education and graduate from college your chances jump to one in three. It works in reverse, too. Your earnings *decrease* if you drop out of school.

Young people are impatient. They like to advance quickly. That's why some other figures in the census report are especially important to you. Paste these figures on your study desk at home — and let them speak when you "get tired of school."

What are your chances of earning \$5,000 a year or more when you are only 25 to 29 years of age? This is an exceptional wage for a young man, and only about 5,000 out of 3,500,000 make it. But to be one of the 5,000, you'd better stay in school; the chances of those who finish from 1 to 3 years of high school are 185% greater than the chances of those who complete the 7th or 8th grade. The chances for high school *graduates* to be in this high income group are 350% greater than the chances of the boys who quit school after the 7th or 8th grade. Now hold your hat! College graduates' chances are 1,630% greater than those who only finish the 7th or 8th grade.

"But," you say, "I don't expect to be able to earn that much money when I am only 25." All right, how about \$58 to \$96 a week? The Census Bureau figures on that are even more convincing. To get into the group (ages 25 to 29) earning \$58 to \$96 a week, the chances for the high school *graduate* are 478% greater than those of the boy who quit school after the 7th or 8th grade.

Money isn't everything. With that statement we agree. Certainly the greatest personal satisfaction you will get out of a good education will not be the increase in the size of your pay envelope. But along with all the other fine things about a good education, it's pleasant to know that it helps us in practical ways. That's why we talked last week about how education can help keep you out of the social doghouse, and why, this week, we remind you that there's money in it, too.

*The Census Bureau made this study among native male whites. Figures are based on a pre-war year, 1939, and on a 5 per cent sample of the 1940 population.

VOLUME 1

NUMBER 2

SEPTEMBER 23, 1946

Our Cover Girls. The business-like two-some on our cover are a sample of what bosses have come to expect in the way of secretaries! Their quiet efficiency and good typing posture make them look completely

capable of turning out pluperfect letters.

Why should an employer hire scatter-brained, untidy secretaries when he can get gems of femmes like these? — Photo by Ewing Galloway.



"THEY'RE SO
COMFORTABLE,
AND THEY
SURE LOOK
SUPER!"



Your shoes are so very important in every game you play that you'll want the correct foot support and the aid to speed and safety that famous Ball-Band Canvas Sport Shoes give you. And tell Mom, and Dad too, that they're washable, and don't mark floors! Don't be satisfied with just any shoe... look for the Red Ball trade mark at the store... and on the shoe... to be sure it's Ball-Band. *Mishawaka Rubber & Woolen Mfg. Co., Mishawaka, Indiana.*

**"YOU'VE NEVER WORN A
FINER SPORT SHOE THAN
BALL-BAND**

THEY'RE LIGHT! THEY FIT RIGHT!
THEY HELP GIVE YOU SAFE,
SURE-FOOTED SPEED!"



REG. U.S.
PAT. OFF. 1901



**LOOK FOR THE RED BALL IN THE STORE
AND ON THE SHOE SOLE**

BALL-BAND MISHAWAKA
INDIANA

IT
W

in bu
for ex
der
you
and b
Sup
jacket
day p
you
sports
If
ply:
for a
the st
addre
Also,
the p
which
Wi



A litt
vent
inconv
of fac
such a
go on
Put
son w
you t
jacket
you n
also h
format
dise.
You
ary d

Long's
Main s
Peoria
Gentle
Plea
jacket,
last Su
from th
signed
to...

IT'S YOUR business to learn how to write good business letters.

Why?

Because, no matter whether you're in business or out, there are times when, for example, you'd like to place an order by mail. So you take pen in hand (if you can typewrite, that's even better) and begin, "Please send me . . ."

Suppose you'd like to order a sports jacket, which was advertised in the Sunday paper. You might say briefly — (but you shouldn't) — "Please send me a sports jacket as soon as possible."

If you do, the store will probably reply: "We shall be glad to fill your order for a sports jacket, if you will specify the style, color, size and price and the address to which it is to be delivered. Also, please include remittance to cover the purchase or indicate the account to which you wish it charged."

Will your face be red? It should be.



A little forethought would have prevented embarrassment to yourself and inconvenience to the store. As a matter of fact, some stores wouldn't answer such a letter at all. They would let you go on wanting that jacket forever!

Put yourself in the place of the person who will read your letter. Unless you tell him, he doesn't know *which* jacket you want, *what* size and color you need, or *where* to send it. The store also has an understandable need of information on payment for the merchandise.

Your order letter, if it gives the necessary details, will read like this:

September 24, 1946
124 Walnut Drive
Peoria 3, * Illinois

Long's Department Store
Main and Third Streets
Peoria 8, * Illinois
Gentlemen:

Please send me one gray flannel sports jacket, size 34, as advertised in the *Tribune* last Sunday. I enclose the advertisement from the paper, and also a check for \$7.95, signed by my father. Please send the jacket to . . .

Dear Sir . . .

by Dorothy M. Johnson

Then give your name and address. That's all there is to it. Nothing complicated, stilted or formal. Just plain information, telling what the store needs to know.

What if you're ordering more than one item from a store? This calls for a number of explanations, so it's a good idea to tabulate the information — that is, to list the details in neat up-and-down rows.

Please send the following merchandise to (your name and address).

These are items I priced when in your store last Saturday.

Quan.	Description	Size	Color	Price	Total
1 pr.	Handimoc sports shoes	8 B	Brown	\$5.95	\$5.95
3	Film rolls	620	.....	.33	.99
1	Book, "Take Good Pictures"	.....	.....	.50	.50
1	"Gadabout" Kit	.....	.....	2.00	2.00
	20% Federal tax on kit				.40
	Total Price				\$9.84
	2% sales tax				.20**
					\$10.04

I enclose a money order for \$10.04.

The dots (or dashes) in various columns indicate to the person who fills the order that you didn't accidentally leave those spaces blank. (Rolls of film, for instance, don't come in different colors.) You may not have all those columns in every order, of course.

*All cities and many towns in the United States are divided into postal zones, as indicated by the numbers in the addresses shown above. The zone number is part of the address. Mail is delivered, even if the zone number is omitted, but delivery can be made more promptly if the number is included, in order to help in the sorting at the post office. Your local postal authorities or the mail man can tell you your zone number if you don't know what it is.

**Sales taxes vary in amount, depending on where you live. In some localities there is no sales tax.

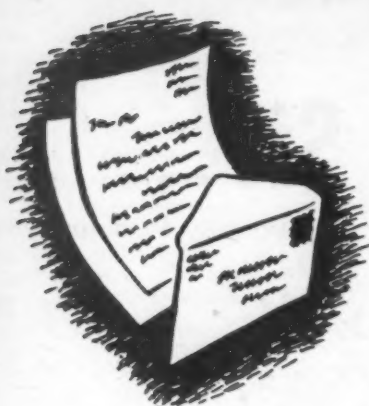


The only reason for having them at all is to make it easier for the store to see exactly what you want.

Some orders have to be acknowledged. If the store can send everything you ordered, you won't care whether they ever write a word. But you would wonder what was wrong if you received only part of the order and no explanation about the rest of it. This letter would put your mind at ease:

Thank you for your recent order. All of the items, except the Handimoc sports shoes, are going out in today's delivery. These shoes, in the size you specified, are now out of stock. We expect a new shipment in a few days. If you will place this order again next week, we hope to be able to fill it. A credit slip for the sales price of the shoes, plus tax, is enclosed.





Information, Please

Now let's suppose you're on the other end of a sales transaction. You're selling magazine subscriptions and your aunt, who lives in another town, has sent you an order that isn't clear. Your note to her can't be straight business — you probably owe her a letter anyway. But, after thanking her for the order and giving some news of the family, you can get down to brass tacks:

On the gift subscription to *Red Book*, which you ordered for Mrs. Carson, will you please let me know her full name and address? And do you happen to know whether this is a renewal or a new subscription?

Mother thinks your *Saturday Evening Post* subscription is a renewal but is not sure. The magazine people like to have this information.

Another simple kind of letter that you may have to write is the one which explains *why* you're sending something. Perhaps you've been able to save Aunt Ethel some money on a special subscription offer. Your refund to her needs an explanatory note:

There was a special rate available on *The Woman*, so you have a refund of 30 cents coming. Here it is, in stamps. Thanks a lot for the subscriptions you sent.

When you say you're enclosing something, be sure to do so. You annoy your correspondent when you forget to enclose enclosures. And you involve yourself in unnecessary letter writing.

Correction, Please!

The best-regulated businesses sometimes make mistakes. Such occasions call for a letter of complaint. But that word — *complaint* — is seldom used among business people; probably because it puts everybody in a bad humor. You will write better letters of this kind — feel better about it, too — if you, too, forget the word *complaint*. Think of your message as a request for a correction.

Your subscription business might bring in this letter from Mrs. J. F. Schmidt:

You have certainly made a botch of the subscription sold me for *Farm Journal*. It is coming addressed to RFD 3 instead of RFD 1 and besides you spelled my name wrong so the magazine was delivered to the J. F. Smiths on Route 3 and I only heard about it by accident. Please straighten this out at once or I will never give you another subscription.

Makes you angry, doesn't it? Your first impulse is to check Mrs. Schmidt off your list of customers. But the sensible thing to do is to correct the mistake as soon as possible. Never mind *whose* mistake it was. Fix it up — and skip the unpleasantness. Pretend that

Rhymes Without Reason

I

There was a young lady of
Lynn,
Who was so uncommonly thin
That when she essayed
To drink lemonade,
She slipped through the straw
and fell in.

II

A feudist who lived in Ky.,
Said, "Yes, I hev been purty ly.,
Fer I've never been hit
In the back — that is, yit" —
Now he's dead — but he surely
was ply.

Anonymous

Mrs. Schmidt wrote a calm, cordial letter and answer it in the same way:

Thank you for telling me of the error in your address on your subscription to *Farm Journal*. I am writing at once to the magazine to have this corrected. It may take a little time in their circulation department, but I am sure the correction will be made as soon as possible.

Now you must write a letter of correction to the magazine. Don't scold. You didn't like the scolding you received from Mrs. Schmidt. Keep cool and give all the necessary information:

On a subscription to *Farm Journal*, sent to you on my order No. 568, the subscriber reports that her magazines are incorrectly addressed to Mrs. J. F. Smith, RFD 3, Willow Springs, Ohio. Please correct this to read Mrs. J. F. Schmidt, RFD 1. Note that both the name and the route number are to be changed.

Notice the "thank you" at the beginning of your answer to Mrs. Schmidt's letter. That's accentuating the positive

approach! Eliminate the negative. The situation is seldom critical enough to require such agonizing apologies as:

"I'm awfully sorry about the terrible mistake in your subscription."

"It certainly is a shame that you have had so much trouble getting your magazine."

No matter what the calamity, you aren't required to go into mourning!

(Dollars to doughnuts this isn't the first time mail for the Schmidts has gone to the Smiths, anyway. Both families — and the mailman — have probably become resigned to their little problem. But if your reply makes the affair sound dismal, Mrs. Schmidt will only be reminded of how upset she was when she wrote you. The storm will pass over in a day or two, if nobody brings it to her attention again. Her conscience may have pricked her because of that unpleasant letter she wrote. Because you thanked her for giving you the opportunity to straighten out the matter, she will think better of herself. She can tell herself, "Well, now, maybe, that was pretty nice of me, after all." And you can still count on her as a customer.

Here are other things to keep in mind, ideas you should use when you write business letters:

Don't worry about using "business language." Just talk on paper, simply and pleasantly. Funny, stiff phrases like "yours of the 15th inst. to hand and contents noted" went out of style along with high buttoned shoes.

Decide on the main point of your letter — what you want to tell the person who will receive it — and phrase it simply and sensibly. Often, it's a good idea to write a rough draft first, correct it so that it pleases you, and then copy it. Your letter is as important as YOU, in person. If it looks good and talks sense, you can be proud of it.

(This is the first of a series of articles on business letter-writing by Dorothy M. Johnson, formerly associate editor of *Business Education World*.)



Lost and Found Department



THE need for clear, concise English crops up in the least-suspected places! Only last week we stumbled over it in the Radio City Music Hall's Lost-and-Found Department. . .

"Just about everything—from false teeth to Bibles—has been turned in here. Nothing surprises me any more."

That was the answer Mabel Caulfield, Lost-and-Found clerk, gave to our question, "What do people lose at New York's Radio City Music Hall?"

To back up her you-name-it, we-have-it guarantee, Miss Caulfield showed us her file cards on articles that had been turned in at the Music Hall's Lost-and-Found Department. Among the card listings, we found common items such as: "... yellow, hand-knitted scarf . . .", "... large, red leather pocketbook, shoulder-strap model, containing brown wallet, checkbook, key chain . . .", and "... round silver compact, engraved with hearts and initials 'J. B. M.' . . ."

But there was also mention of: "... small rubber doll, wearing pink and white striped dress . . .", "blue denim laundry bag, containing soiled wash . . ." and "... corned beef, approximately 3 lbs., wrapped in paper. . ."

"As soon as an article is turned in,

we describe it on the file card," Miss Caulfield explained. "Then when a patron calls about something he has lost, we can refer to the file, instead of rummaging through the bags where we store the articles." She pointed to a shelf piled with bags, each one marked with the date the items were found.

"Do you have any difficulty identifying articles from the movie-goers' descriptions?" was our next question.

"Well, once in a while there's a flustered lady who rushes in and says: 'It was light blue, and it had pink and white flowers around the edge!' She has completely forgotten to mention that she's talking about a hat! But most people are pretty careful to tell us exactly what they've lost, and to give a brief description of it. If an article isn't here when a customer first reports its loss, we take down his name and address, and the description of the lost articles. Then we can notify him, if it's turned in later."

We sympathetically mumbled that there must be a great deal of listing, filing and correspondence.

"Yes, there is," she smiled, "but it's the only efficient way to keep track of the sixty or seventy things that show up here every day."

"You must feel as if you have charge of a store-house for the entire city!"

"Oh, most things are called for very quickly. Although that laundry bag stayed here an entire week! And a girl who had lost *one shoe* waited three or four days before she called about it. . . I've always wondered how she got home," Miss Caulfield added.

"Only about twenty per cent of our items aren't claimed," she went on. "They're usually hats, gloves and umbrellas. We give them to the Salvation Army."

"Would you say that women lose more things than men?" we asked.

"Oh, no. During the war we had to cope with hundreds of absent-minded servicemen. Soldiers were always forgetting their caps and their jackets. And sailors seemed to have a knack for losing wallets! They always came back for those, of course. But sometimes they never claimed shipping orders which they'd dropped. We turn them over to Army and Navy headquarters, or to the various legations if identification indicates ownership by foreign servicemen."

When we asked about the loss that caused most trouble for the theater, Miss Caulfield came up with the tale of the gentleman who cornered an usher with the frantic plea, "Can you help me find my wife's diamonds?" The diamonds, it developed, were two small stones that had fallen out of the lady's ring while she was waiting for a seat. The usher notified the manager, who arranged to have the dust in the vacuum-cleaners inspected that evening.

"The lady thought it was hopeless," Miss Caulfield laughed. "But sure enough, when the dust-bags were emptied, there were her diamonds!"

— LEE LEARNER



IS punctuation necessary? There isn't a red-blooded American student who hasn't asked himself this question.

The answer, of course, is emphatically, "Yes! Yes! Yes!" (Notice how these three *Yes's* are punctuated. It isn't just a stuttering typewriter that did it!)

Whenever you say something through the written word, you have to punctuate properly. If you don't, either you confuse your reader (he gets the wrong idea), or else he doesn't

understand you (he gets no idea).

Don't take our word for it! Just try your hand at the sentences further along in this column. Some of your themes and letters may sound as nonsensical as these sentences, if you don't learn to punctuate.

Who invented punctuation? Well, that's one thing you can't pin on your teachers! Our present system of punctuation is supposed to have been invented by a fellow named Manutius, a Venetian printer of the 16th century. But your 20th century teachers know that you can't write intelligently or intelligibly unless you learn to punctuate.

In this column we'll take up the rules of punctuation one by one. There aren't many. They are easy to understand and master, and they make sense.

For instance, each one of the following groups of words makes sense, if properly punctuated. As they stand, they sound positively insane.

*Every lady in this land
Has twenty nails upon each hand
Five and twenty on hands and feet.
All this is true without deceit.*

(She's our favorite nightmare—and yours, too, no doubt. But a few punctuation marks will make her a pin-up girl.)

. . .

Our hero enters on his head, his helmet on his feet, his sandals on his brow, a cloud in his right hand, his trusty sword in his eye, a savage glare.

(This medieval miracle is actually a simple, but gallant fellow. He's suffering from misplaced punctuation!)

. . .

Woman without her man is unhappy.

(This sentence means one thing, as it stands. If you punctuate it differently, it means the very opposite.)

Confessions of a Secretary

1. HOW TO SET UP A LETTER

IT'S amazing that the country is so full of stenographers, when you consider what "screwy" things a stenographer does!

First, you have to turn perfectly good words into those peculiar bug-like shapes called *shorthand*.

Then you have to turn those squiggles back into perfectly good words again. Seems futile, doesn't it?

And is that all? It is not! Besides making sense, those words must "look pretty" on the page. They have to be placed on the paper like a picture in a frame; the white space all around is the "mat" for the body of typing in the center.

The most important part of a letter, of course, is what it says. But that's your boss' job, so let him worry about it. Your job is to make what he says look well in a letter.

The person who receives your letter has already formed an unconscious impression, favorable or unfavorable, merely from its appearance. If the impression is pleasant, he is well-disposed towards the contents of the letter, even before he begins to read it.

Length and Breadth

By the time you are ready to take a job as a stenographer, you will have had (or should have had!) enough practice transcribing your shorthand notes to measure them—that is, to judge the length of the letter which will finally emerge from your own notes. Your problem, then, is to adjust your margins so that the white space around the typing (the "mat" of your picture) is proportionate: the side margins should be as nearly even in width as possible, and the bottom and top margins slightly wider than the sides. An inch-and-a-quarter or an-inch-and-a-half is a satisfactory width for the side margins in a letter of average length. A shorter letter would have wider margins, naturally.

You will sometimes find it difficult to prevent that right hand margin from looking as though mice had nibbled it. Frequently, words will have to be divided at the ends of lines to keep them even, so you had better learn a few rules for *hyphenating*. Or, if you are the sort of person who prefers to work by "rule of thumb," keep a dictionary handy and keep that thumb busy turning pages to see how words are properly divided. Don't divide words at the end of more than three successive lines. If you do, your reader may start stuttering!



Letter Come —

A letter invariably has these parts, reading from head to toe:

1. The date line.
2. The inside address—that is, the name and address of the person or organization to whom the letter is going. (Personal or informal letters do *not* have the inside address above the salutation. It is typed at the end of the letter, at the left, several lines below the signature.)
3. The salutation—"Dear Mr. Sticklebottom."
4. The body of the letter—the message.
5. The complimentary closing—"Sincerely yours," etc.
6. The signature.

Letters are usually typed single-spaced. Even very short letters, which are sometimes double-spaced, have the inside address in single spacing. The following rules are always followed:

1. Double space between the last line of the inside address and the salutation.
2. Double space between the salutation and beginning of the letter.
3. Double space between the last line

of the letter and the complimentary closing.

4. Four spaces between the complimentary closing and the typed signature of the dictator.

The spacing between the date line and the first line of the inside address is yours to play around with. When your letter is short—and therefore must start farther down on the page—you can lengthen this space by as many as six lines. A long letter would require only three or four spaces between these two parts.

Letter Go —

Years ago many fancy methods were used in setting up a letter. Today—lucky you!—the block form with open punctuation is used almost exclusively, with perhaps an indentation of five or ten spaces at the beginnings of paragraphs. This means that each line of the inside address starts at the left-hand margin, directly under the line above, and there is no punctuation at the ends of the lines—except a period after the abbreviation of a state. A colon, and less frequently a colon and a dash, follows the salutation. The complimentary closing is followed by a comma. At the left-hand margin, two spaces beneath the typed signature of the dictator, you place the dictator's initials and your own—in capital letters or in small letters (or a combination of both), separated by a colon or the oblique line.

A word of advice is in order here. After handling carbon paper for a while, you are bound to get dirty fingers. But just remember that your initials are enough to identify you as the person who typed the letter—you don't have to leave a fingerprint, too! A letter with smudges and fingermarks is not an attractive messenger to go out from your office. So take a few minutes to wash your hands when they begin to leave marks on the paper. Or if you work in an office where trips to the washroom are limited, keep a bottle of hand lotion in your desk to clean off your fingers.

And that's all there is to it—provided, of course, that you have been able to read your notes at all! For the times when you can't, we fervently wish you a good memory, an active imagination, or an indulgent boss—or all three!

AND WE QUOTE . . .

Presenting notable quotes! Timely quotes from the news of today. Timeless quotes from the books of yesterday. Wise quotes to make you think. Witty quotes to show you how words can work like magic. . . .

Bore: a person who talks when you wish him to listen.—Ambrose Bierce.

Liberty is the only thing you cannot have unless you are willing to give it to others.—William Allen White.

The right temperature at home is maintained by warm hearts, not by hot heads.—Arcadia (Wis.) News Leader.

Prices are born here—and raised elsewhere.—Sign in Tucson (Ariz.) grocery store.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—Francis Bacon.

★ ★ ★

Do you like them? Then keep your eyes open and your ears cocked for quotations you'd like to see in this column. Send them to "And We Quote" Editor, Scholastic Magazines, 220 E. 42nd Street, New York 17, N. Y.

"SO YOU'RE the new copy boy!" The managing editor of the city newspaper clapped Tom on the back.

"Yes, sir! But I want to be a reporter some day," Tom answered promptly.

"If you want to *hard enough*, that's what you'll be! What do you know about newspapers?" The managing editor cocked an eye at Tom. "What do you think I do on the paper?"

"You're managing editor. I guess you're the boss."

The managing editor chuckled. "Thanks for the compliment. I'm just one of the bosses. The editor-in-chief is my boss. And the publisher is the top boss. On some papers the publisher is also the editor."

"Does the publisher own this paper?"

"That he does. A newspaper is a business. Its purpose is to give information to the public. But a newspaper doesn't just happen. Hundreds — and on some papers thousands — of men and women work together to put out a newspaper. They are divided into three groups: the editorial department, the mechanical department, the business department.

Who Makes a Newspaper?

"News comes into the editorial department from our reporters and writers all over the world. It comes by teletype machine from press associations. It also comes in letters from the readers of the paper. The editors in the editorial room select and correct the stories they wish to publish. They send these stories to the mechanical department of the paper to be set in type and printed in newspaper form. The head of the mechanical department is called the *make-up editor*. I send him editorial department copy; the advertising manager sends ads. Then the *make-up* editor and his men put the paper together."

"I hadn't thought about the advertisements in a newspaper," Tom admitted.

"Don't forget them. The newspaper is like your Dad's grocery store or any other business. It must make enough money to pay expenses and to pay the people who work for it. A city newspaper makes about a third of its money from the price you pay for it. But most of a newspaper's money comes from the rates charged for advertisements."

What Happens in Editorial Room?

"Is this whole floor the editorial department?"

"Right you are. Copy boys, reporters, special writers, photographers, and editors all work here."

"Do editors write stories?" Tom asked.

"There are two kinds of editors. Editors and reporters in this main room handle up-to-date news of general in-

THE MANAGING EDITOR TALKS

By Mac Cullen

terest. Since most of the stories in a paper are news stories, news editors are generally too busy assigning and correcting copy to write themselves.

"Editors who put out specialized columns and pages *do* write stories. The name 'editor' indicates responsibility for sending certain types of articles down to the mechanical department to be printed. The special editors work in these offices with 'Drama,' 'Sports,' and 'Society,' printed on the doors. The drama editor reviews movies, plays, and other amusements so you will know which are probably worth your while and which are not.

"The news editors sit around a center desk called the copy desk. The city editor must direct the work of reporters so that the paper doesn't miss any important event in the city. The telegraph editor handles news concerning national events, which is telegraphed or teletyped into the office. Most of the national and international stories come over Associated Press teletype machines. This means that other papers over the country, also buyers of AP news, print the same stories we print. Our paper has reporters in other U. S. cities and a few reporters in foreign capitals. These correspondents telegraph stories to our paper alone."

"How can I become a foreign correspondent?" Tom asked.

"You plan to stick with newspaper work, I see! All the reporters you see in the office cover local news. Reporters in other cities in this country and abroad know a lot of history. They are also ace reporters."

"Are there many local reporters?"

"About twenty on a city newspaper like ours. Most of them are out on stories now. Some have 'beat' assignments. This means that they have the same assignment every day. One of them, for instance, spends the day at the city hall and telephones police court news into the office. Other reporters cover different assignments every day. Joe, over there, is just back from a fire."

"Boy, I'd like that job," Tom grinned.

"In an office upstairs near the publisher and editor-in-chief the editorial writers write editorials and edit the work of columnists for the editorial page. They also edit the letters sent to the paper by readers. At the end of the

main editorial room is the photographer's office. Beside it is the library and morgue."

"I know what the morgue is," Tom said eagerly. "It's a reference room. Isn't that where clippings of articles already published are indexed? Photographs once used in the paper are filed there, too."

"Right." The managing editor nodded. "Bound copies of the paper are also kept there." Abruptly the managing editor called across the room to a copy boy named Jack. "This is a new copy boy," he said to Jack. "Take him down to the mechanical department."

Who Prints a Newspaper?

Jack took Tom downstairs to the composing and printing room. The room was filled with linotype machines, which set the stories in type. The linotype operators typed the story as if they were writing on a typewriter. Every time they pushed a key a tiny metal letter slipped into place in a column of type.

"Looks easy," said Jack. "But the machines are hard to run. Some of the machines set type in place for headlines. But the advertisements and most of the headlines are set by hand."

"Printing is complicated," Tom said.

"And they do it all in twenty-five minutes," added Jack. "After the columns of type are arranged with their headlines in the form of a newspaper, mats of the type are made. Metal plates (stereotypes) are made from the mats. These plates are clamped on the huge rollers of the printing press. The presses print and fold the newspapers."

"So now you know how the newspaper you read comes into being," said the managing editor to Tom when he went back upstairs. "The job of a newspaper is to keep every story it publishes accurate and fair despite the number of people who must handle it before it is finally printed. The next step is for us to read the information the newspapers publish!" The managing editor handed Tom the latest edition of the city paper.

This is the second of a series of articles based, in part, on *How to Read a Newspaper* by Edgar Dale, copyright, 1941, by Scott, Foresman and Co.



WORDS to the WISE

YOUR vocabulary is like a muscle. If you use it, it grows and develops. If you don't, it becomes flabby and useless.

That's Lesson Number One in vocabulary building.

USE THE WORDS YOU ALREADY HAVE. YOU HAVE MORE WORDS AT YOUR COMMAND THAN YOU THINK.

"Nonsense," you say, "I'm using all the words I know."

Are you?

Then try this test — but be honest with yourself. It isn't fair to cheat at solitaire!

Do You Say?

1. I had a swell time.
2. She's a swell girl.
3. It was a swell show.
4. They have a swell team.
5. This is a swell day.

Don't You Mean?

1. Interesting, exciting, thrilling.
2. Charming, attractive, lovable.
3. Entertaining, delightful, magnificent.

4. Impressive, strong, outstanding.
5. Balmy, invigorating, beautiful.

You get the point? You've used *one* word to describe fifteen experiences. And yet, you know the meaning of all fifteen words — and their meanings are

more exact for what you want to say. Using *swell* instead of reaching for the most accurate expression is mental laziness, particularly since you don't have to look up any of these words. They're yours. Use them or you'll lose them.

There are a few other mental lazy-boners in a class with *swell*: *nice*, *fine*, *great*, *okay*. There's nothing wrong with these words. They're respectable. They have their uses. But, if you rely upon them exclusively, you are automatically cutting out of your vocabulary words you already know and use. You are deliberately reducing your vocabulary to about *ten* words to describe your many appreciations of people and things.

Here's another vocabulary menace. *Funny*! Actually, *funny* means humorous, comical, laughable. And nothing else. Now look at these sentences taken from the compositions written by you fellows and girls:

1. I had a *funny* feeling just before I fainted. (Some fun, eh kid?)
2. The cannibals do some *funny* things to people. (What's funny about being made into a stew?)
3. Being in a haunted house gives you a *funny* feeling. (It doesn't take much to amuse some people.)
4. The dentist's drill does some *funny* things to people. (Now here's a character who finds everything funny.)

You don't have to be an expert in the use of English to realize that there's nothing funny in any of the above situations. There's something *strange*, *odd*, *peculiar*, *queer*, *unusual*. But not funny. The old story again. You've used *one* word where you could have used any one of *six*!

If you're still unconvinced, here is another public enemy: That old stand-

by *rotten* (sometimes spelled with an *L* in low and unrefined circles).

Do You Say?

1. Rotten show.
2. Rotten team.
3. Rotten time.

Do You Mean?

1. Uninteresting, dull.
2. Inferior, weak.
3. Boring, tiresome.

Six for one — the score is the same!

The moral of the story? Very simple. Throw those vocabulary crutches away (*rotten*, *swell*, *fine*, *nice*, *grand*, etc.). Stand on your own 2 or 4 or 6 feet! Then you'll have a vocabulary that works a full eight-hour day for you.

BUSINESS AS USUAL

"Good morning," said the switchboard operator. "This is Perkins, Parkins, Peckham and Potts."

"Mr. Perkins, please."

"Who is calling, please?"

"Mr. Pinckam of Pinckam, Pelham, Pulham and Pogg."

"Just a moment, please. I'll give you Mr. Perkins' office."

"Hello, Mr. Perkins' office."

"Let me speak to Mr. Perkins, please."

"Mr. Perkins? I'll see if he's in. Who's calling, please?"

"Mr. Pinckam of Pinckam, Pelham, Pulham and Pogg."

"Just a moment, Mr. Pinckam. Here's Mr. Perkins. Mr. Pinckam on the line, please."

"Just one moment, please. I have Mr. Pinckam right here. Okay with Perkins, Parkins, Peckham and Potts, Mr. Pinckam. Go ahead, please."

"Lo, Joe. How about lunch?"

"Okay, Charlie." *Kabelgram*

ARE YOU . . . ? ?



A PERMANENT WAVER?

Thaddeus knows all the answers —
His hand knows no repose.
It wags and dances
Under teacher's nose.
No wonder his fellow-students balk
At Tad's monopoly on classroom talk.



A WHISPER-WASPERT?

During lectures and during quizzes
Pat and Chat are buzzing whizzes.
The back of the room is so awfully cozy!
Why must teacher be so nosy?



A CLOCK WATCHER?

The class is squaring four times five
But its significance is lost on Clive.
What's the hour? the minute? the second?
That's the figuring Clive has reckoned!



THE best telegram you can write isn't good enough unless you know *how* to send it. And that goes double in a business office.

Employers expect secretaries and clerks to be up on the ins-and-outs of telegraphic procedure. Could you measure up to that expectation? Test yourself on some orders which any boss might fire at his secretary:

(1) "Miss Jones, I can't understand Mr. Blaine's reply to my telegram of yesterday. Exactly how did I word that message to him?"

Miss Jones quickly clears the air by referring to her files. (When she sent that telegram yesterday, she made an original for the telegraph company, and three carbons. One carbon was for her files; she mailed the second to Mr. Blaine, as confirmation; and the third was routed to her own company's Accounting Department, to be used as a check on the telegraph company's monthly bill. On all the carbons, she inserted her initials and her boss's, just as she does on letters.)

(2) "Miss Jones, wire \$50 to John Schwinn, our salesman in Duluth."

Competent Miss Jones fills out a telegraph company money-order application for \$50, calls for a messenger, gives him the money-order and instructions for billing the company. Schwinn will be notified to collect the money at a Duluth telegraph office.

(3) "Miss Jones, please see that we hear from the telegraph company about the delivery of the telegram we are sending to Dawson Brothers."

By typing "REPORT DELIVERY" on the top of the telegram, Miss Jones informs the telegraph company that she wants a report on the time the message was delivered.

(4) "Miss Jones, I want to send a telegram to Arthur Wiggin, our salesman who's now en route to Detroit. He'll arrive at the Book-Cadillac Hotel early tomorrow morning, and it's important that he receive the wire before he leaves the hotel for a 10 a.m. conference."

Miss Jones will send two copies of the telegram. One, of course, goes to Wiggin at the Book-Cadillac Hotel. And, as a double-check against slip-up, she'll send the other to him in care of the train, addressed with: the train name or number; the railroad line; Wiggin's destination; and, if possible, his car and berth reservation.

Letter Perfect CONTEST

Let's talk business!

Each of the problems described below can be solved with a simple, sensible business letter. For the best letter submitted on each problem, we will pay the writer \$1. The prize-winning letters will be reprinted in the magazine. Letters may be typed or written *clearly* in longhand.

1. As secretary of your Business English class, you have collected \$24, for forty subscriptions (60c each) to *Practical English*. Address your order to Circulation Manager, Scholastic Magazines, 220 East 42nd Street, New York 17, N. Y.

2. As advertising manager of the school paper, it's your responsibility to check all proofs of advertising copy. But in a last-minute rush, the Arrow Shirt ad was printed upside-down. There was no time to change it before the paper went to press. Address your letter of correction to Mr. Arthur Neiman, Cluett, Peabody & Co., Troy, N. Y.

3. You are in charge of ticket sales for your school's production of *Junior Miss*. Among the orders received is one from Mrs. Fannie Welldip, of your town, requesting two 75c tickets for the Friday evening performance. However, Mrs. Welldip neglected to enclose her check.

Mail your letters, *not later than September 27th*, to "Letter Perfect Editor," Scholastic Magazines, 220 East 42d Street, New York 17, N. Y.

Woman — without her, man is unhappy.

Our hero enters: on his head, his helmet; on his feet, his sandals; on his brow, a cloud; in his right hand, his trusty sword; in his eye, a savage glare.

Answers to Sign Language



Calumet H. S. Herald, Hammond, Ind.

The Black Sheep of the Family



HOW'S THAT AGAIN?

by SLIM SYNTAX

Which do you say:

He is the *brighter* of the two brothers.

He is the *brightest* of the two brothers.

F. L. F.

Scranton, Pa.

"He is the *brighter* of the two" is correct. If there were three or more brothers, he would be the *brightest*.

What is the plural of *buffalo*? Is it *buffalos* or *buffaloes*? Do you know of any rule that would make it simpler for me to form the plural of words ending in *o*?

R. V. B.

Tulsa, Oklahoma

Either *buffalos* or *buffaloes* is correct. The rule for forming plurals of words ending in *o* is: add *s* to the singular. If a consonant comes before the *o*, add *es*. That's the general rule. But there are exceptions — so many of them that perhaps you'd better check with the dictionary. Here's a list of the more common ones. Put them into your notebook.

These add *es* to form the plural:

domino	dominoes
echo	echoes
hobo	hoboes
jingo	jingoes
mosquito	mosquitoes
Negro	Negroes
potato	potatoes
tomato	tomatoes
veto	veto

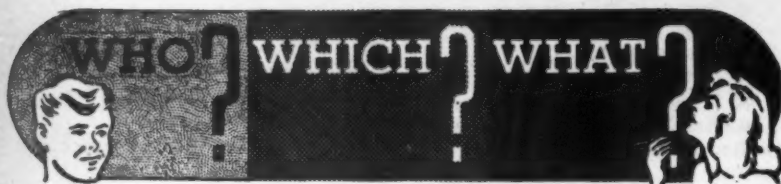
These add *s* to form the plural:

alto	altos
banjo	banjos
bronco	broncos
piano	pianos
radio	radios
solo	solos

These add either *s* or *es*:

bravo	bravoes	bravos
buffalo	buffaloes	buffalos
calico	calicoes	calicos
cargo	cargoes	cargos
motto	mottoes	mottos

And there are many others. So, don't rely too much on the rule. Take these words as they come. Look them up in the dictionary and make a note of them. Words are like people. Some are simple and straightforward. Others are two-faced.



QUESTIONS AND QUIZZES TO SEE IF YOU'RE "WHIZZES!"

I. DEAR SIR

If you know the proper ingredients for business letters, you'll be able to find the one incorrect answer in each of the following statements.

- When you send a mail order to a store, your letter should include:
 - an accurate description of the item.
 - your reason for wanting it.
 - information about payment.
- In answering a customer's letter, requesting a correction, you should:
 - explain how the mistakes occurred, and who is responsible.
 - thank the customer for noting error.
 - state what you are doing to correct the matter.
- Your letter asking a customer for further information about an order should:
 - thank the customer for the order.
 - reprimand him for not including full details.
 - state the exact details needed.
- In writing refund letters, you:
 - explain the reason for the refund.
 - remember to enclose it.

c. remind the customer that he is getting a bargain.

II. HOW TO SET UP A LETTER

Here is a perfect example of how *not* to set up a letter! Our secretary found ten mistakes in it. How many can you locate — and correct?

Mr. C. Hickenlooper,
Ace Manufacturing Company,
529 Market Street,
San Francisco, Calif.

Dear Mr. Hickenlooper,

Thank you for your letter telling us how satisfied you were with the goods we shipped last week.

As you requested, I am enclosing the catalogue which previews our fall line of merchandise. I look forward to hearing from you again.

Sincerely yours
Archibald Botts

AB

III. SHOP TALK

You'll be set to write straight-forward business letters if you put the phrases in the first column on your *Never-Never List*. Find substitutes for them by

matching each one with its sensible synonym in the second column.

- | | |
|-------------------------------------|------------------------|
| 1. Attached hereto | a. Please |
| 2. At the present writing | b. Because |
| 3. Be so kind as to | c. Enclosed is |
| 4. Inasmuch as | d. Now |
| 5. At the earliest possible moment | e. Please send |
| 6. Under the date of | f. We cannot |
| 7. Which is in connection with | g. As soon as possible |
| 8. We are this day addressing | h. On |
| 9. We are not in a position to | i. We are writing |
| 10. Will you please arrange to send | j. Regarding |

IV. NAME-CALLING

Let's try to vary your name-calling. There are perfectly respectable, grown-up words for the slang terms you pin on your friends and acquaintances. Match the underlined words with their synonyms in the list that follows.

- "Imogene's always miserable — she's a damamity-howler."
 - "Don't trust anything Elmer says. He's a phony."
 - "Don't bother asking Josh to help you — he's a loafer."
 - "Hush — here comes Abigail. She's such a busybody."
 - "You can't get a word in edgewise with Letitia — she's an awful chatterbox."
 - "Mr. Pinchfist is an old skinflint."
- | | |
|------------|--------------|
| a. Fraud | d. Pessimist |
| b. Meddler | e. Idler |
| c. Miser | f. Prattler |



BUSINESS people are busy people. They haven't time to write or read wordy letters. Take a lesson from Miss Pothers, a private secretary who found out — the hard way — how to simplify letter-writing:

MR. KENWORTHY: Miss Pothers, what are you talking about?

MISS POTHERS: I beg your pardon, Mr. Kenworthy?

MR. K: I'm talking about those letters I asked you to draft for me this morning. I can't make sense out of them.

MISS P: I said what you told me to.

MR. K: But the way you said it! Listen to this: "Gentlemen: This is to advise that we have on hand yours of the 10th inst., in reply to our previous communication of the 29th ult., and desire to state our gratification at your early

attention to said correspondence." Whew!

MISS P: I was trying to sound businesslike, Mr. Kenworthy.

MR. K: You would have been more businesslike if you'd written: "Thank you for your prompt reply to my letter of September 29th."

MISS P: Oh!

MR. K: And would you please translate this mouthful for me: "After giving the matter due consideration, it is my painful duty to report that it is the opinion of the executives of this establishment that it would be inadvisable to enter into an agreement along the lines of the proposition outlined in your kind communication of recent date."

MISS P: Why, that's a rephrasing of what you said — about our being sorry that we couldn't accept their order.

MR. K: That's just what I mean! Don't bother with "rephrasing." Write your letters just the way you'd say them: "We are sorry that we must decline your offer."

MISS P: Yes, Mr. Kenworthy.

MR. K: Here's another one: "We are in receipt of your recent communication, favoring us with an order which we hereby acknowledge with pleasure.

In reply, we beg leave to state that, desirous though we are of attending to the matter with all due promptness, we find that it is impossible to do so inasmuch as the material you requested will not be forthcoming until next week." Wouldn't it have been simpler to say: "Thank you for your order. Unfortunately, we cannot fill it immediately because the material will not be in stock until next week."

MISS P: Yes, that does sound better.

MR. K: Here's another bit of nonsense: "We would like to be advised as to whether or not you have been in receipt of the shipment which we dispatched to you on May 6th." Why not come right out with: "Have you received our shipment of May 6th?" Now, can't you think of a simple way of saying: "We would, therefore, ask that you kindly investigate the matter concerning the Stevens account, and let us hear from you in regard to the results."

MISS P: How about: "Please investigate the Stevens account, and write us about it?"

MR. K: Fine. That's the idea. Please rewrite the letters — intelligently. Cut out those fancy phrases. They waste time and paper.

WHO'S IN THE NEWS

Joseph R. McCarthy

A handsome, brown-eyed ex-Marine has the Wisconsin political situation unexpectedly well in hand. He is Joseph R. McCarthy, who defeated Senator Robert M. La Follette in the Republican primary balloting for a Senatorial candidate.

The former tail-gunner's victory was a surprise to himself and the country. It was also something of a shock to "Young Bob" La Follette, a veteran of 21 years in the U. S. Senate, whose fiery father, "Fighting Bob" La Follette, had served Wisconsin as governor and senator from 1901 to 1925.

In his 36 years, Joe McCarthy has risen to the political limelight by a Horatio Alger type of career, of which Americans are so fond. Born and raised on a farm, he left grade school to clerk in a grocery store. At 19, he realized his need for an education, and went through four years of high school in one year. To earn enough money to get through law school, he coached boxing and cooked in a restaurant. At 29, he was elected circuit court judge, the youngest in Wisconsin's history. He gave up this \$8,000 a year position to enlist in the Marines as a private.

Beyond McCarthy's victory last month is more than his ambition, good looks and hand-shaking, letter-writing campaign. He was supported by the conservative state Republican organization, which refused to back La Follette. Up to this year, "Young Bob" had headed the independent Progressive party, which he dissolved last March. Many voters opposed La Follette for his attitude on foreign affairs, which often has reflected an isolationist point of view: McCarthy, a strong internationalist, hammered away at this point throughout the campaign.

Paul-Henri Spaak

When the gavel raps to bring the United Nations General Assembly to order in Flushing Meadows, it will be in the hands of Paul-Henri Spaak. Elected as the Assembly's president at its first session in London last winter, the stocky, bald-headed Belgian will serve throughout the coming meeting. Spaak was named to his position after a sharp election contest developed between him and Trygve Lie, who later was elected UN's Secretary-General.

As a Socialist active in politics since his election to the Belgian parliament in 1932, Spaak inherited his political interests from his mother, Belgium's first woman senator. His uncle was a Belgian prime minister, and his father, a well known poet and director of the Brussels opera.

Spaak, 47 years old, is now Belgium's foreign minister, a post he has held almost continuously for the past ten years. He was prime minister for a year in 1938-39. He left that office, and only a few months later became foreign minister again at the outbreak of World War II. He served in the Belgian government-in-exile in London.

The first postwar elections in Belgium in February, 1946, gave no one party a working majority. Spaak was asked to form a government, but his cabinet failed to receive a vote of confidence from the parliament. He resigned as prime minister after three weeks. He is now foreign minister under

the recently-formed government headed by Camille Huysmans.

A distinguished orator and lawyer and an effective organizer, Spaak represented his country at the UN San Francisco conference in 1945, the UN preparatory commission in London, and the Peace Conference of Paris.

Like his fellow UN executive, Secretary-General Lie, Paul-Henri Spaak is a crack tennis player.

William Henry Hastie

When citizens of America's Caribbean possession, the Virgin Islands, heard that President Truman had named William Henry Hastie as their new governor, they acclaimed it as a "great act." They had good reason to be delighted.

Hastie is the first Negro governor of the Islands, whose population is more than 70 per cent Negro. Governor Hastie is no stranger to the islands of St. Croix, St. John and St. Thomas, which were purchased from Denmark in 1917. He served there in 1937-39 as a federal district judge, the first Negro named to a federal judgeship. Before that, he helped the Interior Department set up the Virgin Islands Corporation, a Government-owned project which helped revive the islands' sugar industry.

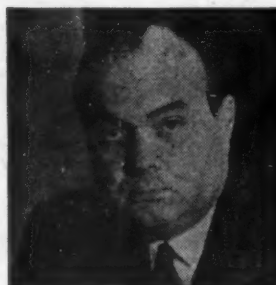
An experienced lawyer, 41-year-old Hastie has devoted much of his life to fighting for the rights of his race. Before the U. S. Supreme Court in 1944, he successfully argued the primary election case which assured the right of Negro voters in Texas. Hastie was adviser on Negro affairs to the Secretary of War, but resigned in 1943, severely criticizing the unfair treatment accorded Negroes in the Army Air Force. Later, the Army followed many of his suggestions, and found that Negro and white officer candidates could be trained together. He received the 1943 award of the National Association for the Advancement of Colored People for making "the most outstanding contribution to the advancement of the Negro status."

Hastie, both of whose parents were school teachers, has been dean of the Howard University Law School since 1939. In his new post, he will find ample opportunity to meet what he calls "the challenge of the Caribbean" — the fight against poverty and squalor in the West Indies.



Press Association

CANDIDATE McCARTHY



Belgian Info. Service

PRESIDENT SPAAK



Harris & Ewing

GOVERNOR HASTIE

THE MARCH OF

Greek King Back on Job

What Happened: George II of Greece is packing his luggage in London's swank Claridge Hotel. He is preparing to return to his home and his throne. He has not been on Greek soil since May, 1941, when he fled from Crete and the advancing Nazis.

The "invitation" for the King to come back, though somewhat delayed (coming more than a year after the liberation of Greece) was still an impressive one. It was "signed" by almost 75 per cent of the Greek voters. A referendum held on September 1 showed that three out of every four Greeks favored the restoration of the monarchy. Communists within the country and Communist governments outside the country (see *United Nations*, p. 16) charged that the plebiscite was not conducted fairly. But British and American supervisors there testified the vote was honest.

All this is no novel experience for George II. He had worn the crown of Greece twice before. He donned it first on September 28, 1922. But his reign lasted less than 15 months. Then on November 3, 1935, following a military

coup, he was voted onto the throne again. At one time George II had said of kingship that it was "a rotten job. I know, I've tried it."

What's Behind It: The vote in Greece was not so much for the King (who in all truth is not especially popular) as it was *against* the pro-Soviet Communists. Warned by the examples of their immediate neighbors, the Greek people are determined not to become a satellite state of the Soviet Union. As former Under-Secretary of State Sumner Welles wrote: "Greece stands out today as the one remaining rampart of democracy in the Balkans. Any decision of the Peace Conference which would further weaken Greece would prevent the Greeks from insuring their freedom from Slavic domination." The verdict of the Greek people was for democracy — an ideal which originated with them in their glorious past.

Our Policy for Germany

What Happened: If there were no doubts about our policy toward Germany, these doubts have been dispelled by Secretary of State James F. Byrnes.

Taking time out from the Paris Conference, he went to bombed-out Stuttgart, on German soil, to explain to the Germans and to the people of the world what our intentions are.

"It is not in the interest of the German people or in the interest of world peace," the Secretary warned, "that Germany should become a pawn in a military struggle for power between the East and West."

He proposed a German national council to conduct the nation's affairs under Allied control. The council would also prepare a constitution for a permanent federalized Germany.

With an eye apparently toward Moscow, Mr. Byrnes declared that "We do not want Germany to become a satellite of any power or powers, or to live under a dictatorship, foreign or domestic." He asserted with emphasis that the United States has no intention of withdrawing from Germany. American troops, he said, will remain as long as an occupation force is necessary.

Elsewhere in his address, Mr. Byrnes stressed our opposition to the detachment of the Ruhr and the Rhineland from the Reich. He stated that our desire is to bring about an economically united Germany.

What's Behind It: This opens a diplomatic offensive on our part, to maintain a united Germany and neutralize Russian propaganda efforts to win over the Germans to their side.

Indian Rule for India

What Happened: "India for the Indians" — the long-held hope of the Indian people — became a reality this month. On September 2, the first All-Indian government took the oath of office.

To be sure, by this oath the new members of the government pledged to be "faithful and bear true allegiance to His Majesty King George the Sixth, Emperor of India, his heirs and successors, according to law, so help me God." Yet it is the avowed aim of this new regime to hasten the coming of full and formal independence.

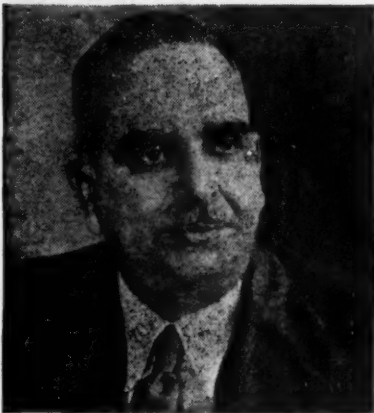
The ceremony took place at the Vice-regal House in New Delhi, and was observed by some 2,000 cheering Indians. Mingling among them were members of the Moslem League, who refused to participate in the new gov-



Martin Harris; The Newspaper PH

These students in Norwalk, Conn., have just learned that school won't open as scheduled. There were disagreements concerning teachers' salaries.

EVENTS



Office of Information for Puerto Rico

Jesus Pinero is first native-born Governor-General of Puerto Rico.

ernment. They carried black flags as a sign of their "silent contempt."

Heading the new government is Pandit Jawaharlal Nehru, Cambridge-educated revolutionary leader of the Congress Party. His offers to include Moslem League members in the Cabinet were spurned by the latter. The Moslems are holding out for "Pakistan" (an independent Moslem state within India). As a result violent rioting has spread over the country.

What's Behind It: As of September 2, India is no longer Britain's baby. England's Labor Government has honored its pledge to grant freedom to India—freedom with no strings attached. Now it is up to the Indians themselves—Hindus and Moslems—to patch up their differences in the over-all interests of a united, democratic and independent India.

Goals for World Education

What Happened: Teachers' history, instead of teaching it, at Endicott, New York, during the last two weeks of August. Delegates from 28 nations, representing about 1,500,000 teachers, drafted a constitution for a new international organization. It will be called the World Organization of the Teaching Profession. Through this body, delegates hope to unite teachers all over the world, as well as to make people more aware of their important role in society.

One of the new organization's pur-

poses will be to make the highest standards of free education available in every country. Another will be to promote world-wide peace by teaching international understanding. Called by the U. S. National Education Association, the Conference made these recommendations:

Young people everywhere should be taught to base their actions on a belief in human equality, and to work for equal opportunities, free speech, and freedom of religion in all countries. There should be a greater exchange of students and teachers between countries. Governments should make it simpler and less expensive for teachers and students to visit foreign countries. Modern languages and current events should be taught. Music, art, and literature should be stressed because of their international appeal.

The Conference urged a new approach to the teaching of history—with the emphasis on the development of civilization throughout the world instead of on wars and political struggles. It was opposed to the idea of an internationally prepared textbook to be used in all countries. But it asked teachers everywhere to work for the elimination of national prejudice from textbooks.

What's Behind It: This new organization will be the link between the worldwide teaching profession and UNESCO (United Nations Educational, Scientific, and Cultural Organization).

Draft Holiday Is Over

What Happened: September brought the end of the draft holiday as well as school vacations. After a two-months' shut-down of draft machinery, men between the ages of 19 and 29 are once again receiving "greetings" from their local boards. If the quota is filled, 25,000 new soldiers will be hearing the "hut, hup, hip, ho" of drill sergeants this month. About this same number of draftees will be selected for service each month until the end of March, when the present Selective Service Act runs out.

Draft boards expect to meet their September and October calls easily. But "in a couple of months . . . we will have to hunt," said Maj. Gen. Lewis B. Hershey, Selective Service director.

What's Behind It: By July 1, 1947, the Army wants a total active force

of 1,670,000 men—supplied through the draft and voluntary enlistments. GI salaries were raised by Congress to encourage volunteers. But enlistments have been dropping since June, and the size of draft calls may be increased.

Eighteen-year-olds will not be called. They must register, but are not subject to induction until they reach nineteen. Also exempted are fathers; certain essential workers; college and university teachers; and students in medicine, dentistry, veterinary medicine, and osteopathy.

New Puerto Rico Governor

What Happened: With colorful floats, banners, and high enthusiasm, Puerto Ricans hailed the inauguration of their first native-born governor—Jesus T. Pinero. The new governor is the former resident commissioner of Puerto Rico in Washington and leader of the island's Popular Democratic party. Governor Pinero was appointed by President Truman to succeed Rexford Guy Tugwell. Mr. Tugwell resigned last June. In taking office, the 49-year-old Puerto Rican said, "I pledge myself to my own term of office as short as possible, and to strive to win for the Puerto Rican people the right to elect their own representative, as soon as feasible, at the polls."

What's Behind It: Since 1898, Puerto Rico has been a U. S. possession. Puerto Ricans were granted U. S. citizenship in 1917, but they have long been eager for more self-government. Although they elect their own Legislature, all laws are subject to the approval of a governor appointed by the President of the U. S. With a Puerto Rican in the



Stan McGovern in New York Post

Wages and prices go together. If industry were on the other side of the counter, the situation in this cartoon would be reversed.

governorship at last, the islanders feel that they have taken the first long step toward their goal of self-rule.

Atom Power for Industry

What Happened: Flourishing cities where once were only bleak deserts were envisioned in a report by scientific advisers to Bernard M. Baruch, United States representative on the United Nations Atomic Energy Commission. These scientists were not seeing a mirage. They saw the very real possibility that atomic power plants can be built in areas that are now undeveloped because of a lack of coal, oil, or water.

Electrical energy can be produced in an atomic power plant at a cost only 2.6 per cent higher than in a power plant using coal, the scientists stated. Basing their figures on the current construction and operating costs of power plants in the eastern United States, they said that operating costs would be exactly the same if the price of coal delivered to the furnaces rose \$3 a ton.

It will also be possible to develop comparatively small atomic power plants, the report emphasized, bringing their costs within the reach of small nations that lack coal or oil resources. Political observers saw the end of existing rivalry over oil resources.

What's Behind It: Now that scientists have found that it is commercially possible to use this tremendous source of power in industry, statesmen may renew their efforts to find a way to outlaw its use for war. This renewed emphasis on peacetime uses of atomic energy came as President Truman indefinitely postponed the third atomic test.

Inspection as a method of international control would be more difficult if many small atomic power plants were built through the world. Therefore, if mankind is to take advantage of this unequalled opportunity, it is important that all nations agree on an effective control system.

United Nations News

PUBLISHED IN THE INTERESTS OF A BETTER WORLD



United Nations seal

Prepared with the cooperation of the United Nations

The Threat of Hunger

With the threat of starvation hanging over large areas of the world, the United Nations Food and Agricultural Organization (FAO) opened its second annual meeting at Copenhagen, Denmark, this month.

The delegates were welcomed by King Christian X. Forty-two countries are represented. A conspicuous absentee is Soviet Russia, which has been invited but has not sent a representative. One former enemy country (Italy) and three neutrals (Eire, Portugal and Switzerland) were admitted to membership.

A grim picture of a world sorely in need of basic food was painted by FAO's Director-General, Sir John Orr. Against an estimated need of 28,000,000 tons of food grains, there is an expected supply of only 20,000,000. This means a deficit for the year 1946-47 of eight million tons — and starvation in large areas of Europe and Asia, unless we who are well-fed tighten our belts.

Squabble Over Greece

On an imaginary carpet in the UN security Council was little Greece. Standing over her and wagging an accusing finger was Foreign Minister Dmitri Z. Manuilsky of the Ukrainian Soviet Republic.

For fully 155 minutes (the longest U.N. speech so far), the Soviet official denounced the present Athens government (see *March of Events* p. 14). He accused the Greeks of constantly fomenting incidents on the Greek-Al-



Buffalo Courier Express

Charlie Accuses

banian border for the purpose of starting a war of aggression against Albania. The recent plebiscite, he charged, was utterly "falsified" in advance. He declared that despite "insults leveled against us," the Soviet people will continue to pursue their goals "under our great leader, Generalissimo Stalin."

In reply, both Britain and Greece asserted that if there is any threat to peace it comes from Russia's puppets — Bulgaria, Yugoslavia and Albania — which send armed bands over the Greek border in an effort to communize or dismember Greece. They dismissed Manuilsky's accusations as "unbridled propaganda." The British representative emphasized that "what Greece now needs is to be left alone."

Here and There

Ups and Downs in the White House.

Both trips will be speedier for the Truman family from now on. A new automatic elevator has been installed in the Executive Mansion to replace the antiquated steel cage "lift" of Teddy Roosevelt's day. More than one of President Truman's predecessors had to be rescued when the "lift" got stuck between floors. That makes one thing the President need not worry about.

It Pays to Play Hard to Get. It does as far as the U. S. Congress is concerned, anyway. If the Mead Com-

mittee, for instance, invited you to testify before it — and you came willingly — you would have to pay your own traveling expenses to Washington. But if you refused to come and Congress decided to subpoena you, the Government would reimburse you at seven cents for every mile you traveled to and from home. You would also get \$6 for every day you appeared before the committee.

Roger! Wilco! Over! Does your teacher have trouble pronouncing your name? She won't give it another thought after she considers the problems facing her colleagues in Council Bluffs, Iowa, where the Over twins have started

school. The five-year-old Over twins dress alike and look alike. One is named Oscar Oliver Over. The other, to make things simple, is Oliver Oscar Over. They are named after their father — Oscar Over, Senior.

No Limit to the Sky. Doing your algebra homework during an overnight flight to Paris ought to be a commonplace adventure by next year, says F. C. Bishop of the British Ministry of Education. He told the recent World Air-Age Education Congress session that schools should take their students on worldwide trips as "an investment in peace."

By Frank Buck and Edward Anthony

KING COBRA

THE first thing I did when I got back to Singapore with my record-breaking king cobra was to order from Hin Mong a fine teakwood box with a heavy plate-glass top sliding in a groove. I wanted to get Dr. Ditmars' future boarder into its new box as soon as possible, and then go about the business of putting it in good condition. Cobras are hardly rascals but neglect can harm the toughest of creatures.

When Hin Mong delivered the new box we prepared to transfer the snake by placing the old box over the new and knocking the decaying bottom out of the old. I had two Chinese boys and two Malay boys working with me.

I sent one of the Chinese boys for the old box. I was standing beside the new box which was in readiness for its tenant. As the boy approached he stumbled over some object on the ground, jarring the box sufficiently to cause the rotten bottom to fall out. The snake fell with it, landing on the cement in front of me, belly up.

In a fraction of a second my four boys were frantically scrambling to places of safety.

I'm not criticizing the boys for running. I was debating whether to do the same thing myself. After all, who wants to fight a cobra?

I hesitated long enough to give the snake a chance to right itself. It reared its head three feet and spread its greenish hood. Then it saw me.

Instinctively I jumped backward. There wasn't far to go. Another four or five feet and I'd hit the back of the shed. As I made my brief retreat the snake struck, missing my leg by only an inch or two.

I was trapped. I suffered more from plain ordinary fright at that moment — and I'm not ashamed to admit it — than at any time in all my long career of adventure. Through my mind flashed a quick picture of what had happened to the Sakai that this terrible reptile had bitten. It made me pretty sick.

I flattened myself against the back of the shed, grimly eying the killer at my feet. The expressionless eyes, calmly looking back at me, gave me a cold and clammy feeling. I didn't want to die this way. It was not my notion of a decent death. Desperately I looked around for something to bring down over the enemy's head. Anything would do, anything that could be converted into a club — a stick of wood, a . . .

The cobra was poising itself for another strike. The hideous head rose slightly and stretched forward a bit. My calculating foe was gauging the distance before launching another attack.

Staring hard ahead, I poised myself for a fight to a finish, though just how I was going to fight I didn't know. I had nothing to fight with, nothing with which to fend off the attack.

As the cobra struck I frantically slipped over my head the white duck coat I was wearing. As the snake came on, I lunged forward and threw myself upon it. I hit the ground with a bang, the cobra under me. I could feel the wriggling body under mine, and with each wriggle I pressed down harder, hopeful of keeping the reptile so weighted down that it would not be able to do anything with those murderous fangs.

I screamed like a lunatic for my boys. A picture of them roasting in hell flashed through my mind and it seemed too kind a fate.

The cobra continued to squirm and wriggle. With a crazy kind of desperation, I kept pressing down with my body, cursing the pavement for not having handles that would enable me to get a grip and bear down harder. Picture a man trying to dig his fingers into a cement floor and you have a fair



Credit National Concert and Artists Corporation

**Frank Buck with a python that
had swallowed a 150-pound wild boar.**

idea of how demented I was at that moment.

The snake freed part of its body and kept hitting against my hip. In my unhinged condition I decided that the cobra's head was free. Every time it struck I imagined myself being bitten. Knowing how a cobra bite affects the human system, I quickly developed all the symptoms and in the next few minutes managed to die a dozen times.

My shrieks finally accomplished something. One of the Malay boys appeared.

The *tuan* was mistaken. . . . That was the snake's tail that was loose, not his head. . . . Of course, it was the tail!

Reassured, my hysteria vanished. I barked out some orders. The boy was to slide his hand under my chest and wad the coat around the cobra's head. With my weight pressing down on it, the snake would be unable to strike. It was a ticklish job but it was one that could be done. I would slowly raise up and . . .

The boy backed off. He would have none of it. He wanted to help the *tuan* but . . .

I started yelling like mad for one of the other boys. One of the Chinese lads appeared. He was game. And intelligent. I cautiously raised up, not enough to allow the reptile to lift its head into a striking position. The boy slid his hand underneath me and made a quick grab for the snake behind its head. As I slowly raised up higher, the boy began to twist the white duck coat tightly over the cobra's mouth, head, and neck until the snake was helpless.

Ten minutes later, the king cobra that had almost succeeded in killing me was dropped into his new box.

When I was ready to start my king cobra on its trip to America, I directed one of my boys to round up a supply of food for it. This meant gathering up some small snakes, for the king cobra, one of the cannibal reptiles, eats nothing but other snakes. It belongs to a species that can go for weeks without food. But when I tested the cobra's appetite with a two-foot brown snake, the little fellow disappeared so fast that it was obvious my cobra was hungry and would be in the mood for eating on board ship.

My boy had no luck in his quest for small snakes. (Few native traders handle them since the market for them is limited.) It looked as if the cobra was in for a long fast. I knew I could find plenty of small snakes to feed the villain in America, but I was anxious to deliver this record-breaker in the finest condition possible.

Failing to find what I wanted, the day before I was due to sail I bought two small pythons from Chop Joo Soon,

ABOUT THE AUTHOR

FRANK BUCK (1884 —), animal hunter, showman, explorer, author, and film producer, has been the hero of many hair-raising, blood-curdling adventures. During his years of "bringing 'em back alive," Buck has collected 49 elephants, 60 tigers, 63 assorted leopards, 20 hyenas, 52 orangutans, 100 gibbon apes, and more than 5000 monkeys — the list would fill a book.

In Dallas, Texas, where Buck went to grade school, he fell in love with geography books. He would pore for hours over the names of far-off places — Ceylon, Sumatra, the Amazon, etc. Although he "flunked out" in the seventh grade, he made 100 in geography.

His interest in collecting birds and animals also began when Puck was a schoolboy. His mother tried to call a halt to his hobby one day when she found young Frank trying to extract the poison fangs of a copperhead with his father's pliers. Mrs. Buck killed the snake with a pitchfork, gave Frank a stiff shellacking, and said *no more snaking!* From the title of the story below, you can see that the shellacking didn't take.

"King Cobra," a chapter from Buck's book, *Bring 'Em Back Alive*, shows the adventurer at his best.

the Chinese dealer with whom I frequently traded. Each of these reptiles measured about six feet — small enough for pythons but still powerful reptiles. Normally I would not have considered such formidable specimens as food for my cobra, but I had no choice. They were better than nothing.

The main thing that worried me when I considered the pythons as cobra food was that, being constrictors, they might give the hooded chap more of a squeezing than was healthy before consenting to be food. (The cobra's poison sacs meant no advantage over the venomless constrictor, for snakes are unaffected by the deadliest poisons of other snakes.) The cobra, having no constricting powers, would have to confine himself in the skirmish that would ensue to striving for a head-lock that would enable him to swallow the enemy. This I felt confident he would be able to do.

When our ship, the *Granite State*, was well out and all of my specimens were stowed away, I decided to give the cobra its first meal.

In all there were about a dozen mem-

bers of the ship's personnel standing around when I reached into the box where the pythons lay. I grabbed one by the back of its head. If it had been a twenty-foot python, this would have been a dangerous operation. A constrictor that size is capable of crushing a man to death. The little fellow I was handling possessed no such powers, of course, but he had to be watched carefully just the same. A small python once wound itself around my waist and by the time I got it unwound it had done so good a job of squeezing that my whole arm felt paralyzed.

As I pulled the python from the box I had a boy stretch the snake taut. I opened the slide door of the king cobra's box, quickly stuck the python's head inside and began working it in as if I were handling so much heavy rope. I pushed the constrictor in as fast as I could, increasing the opening of the adjustable door as the body grew thicker. (At its thickest point the python was almost as big around as the cobra was.)

As the python made his forced entrance the cobra spread his hood, raised up a few inches, and prepared to strike. When about a foot of the constrictor was inside the box, the cobra made a side-swipe and gripped the enemy's head at about the midway mark.

When I had worked in about two-thirds of that living rope, the python required no further handling. It fairly flew inside to get at the thing that had such a terrible grip on its head. In a series of lightning whirls the python got three coils around the cobra, one around the hood, another about six inches further down, and a third about six inches below that. Madly shaking its head and squeezing the cobra, the python struggled to break the cobra's vicious hold.

As the reptiles tumbled over and over in a tangled ball, my gallery, as popeyed an audience as I've ever seen, shouted and cheered like spectators at a big sporting contest. They would never see another contest like it, a struggle that would not cease until one of the antagonists was dead. The silent fury of the snakes and the total lack of expression in their seemingly-artificial eyes added a note of ghastliness that gave the struggle a kind of fascination. I began to worry about my cobra.

I kept my eyes glued on its jaws, knowing that if they relaxed and let go, it meant that the python was squeezing it to death. Once, after the python had put the cobra through a series of terrific whirls, in the course of which the python's coils tightened like vises being clamped closer and closer together, I thought the cobra was going to let go. Quickly I slid back the glass top of the box, and, with a heavy stick

(Concluded on page 25)



"DUTCH" MEYER
Texas Christian Univ.



JEFF CRAVATH
University of So. Calif.



LYNN WALDORF
Northwestern University



HENRY FRNKA
Tulane University



JACK HAGERTY
Georgetown University



ED MCKEEVER
Cornell University

Boys! Let America's Greatest Coaches Teach
You the Secrets of Championship Football!

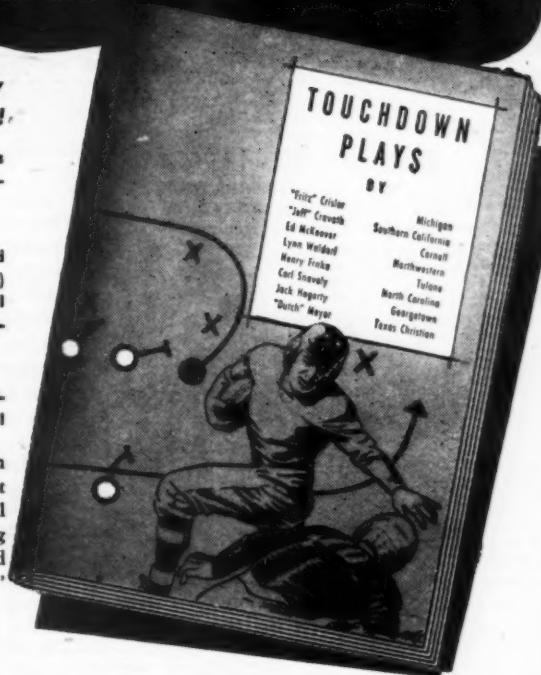
Use Coupon Below To Get...

"TOUCHDOWN PLAYS!"

Send Today for this 32-Page Booklet by
Quaker Oats National Football Board!

- Sensational 32-Page Booklet—Winning Plays by football's great experts.
- All Basic Formations Diagrammed and Discussed!
- America's Greatest Coaches Describe Their Winning and Ground-Gaining Plays—complete with Diagrams!
- "Rollie" Bevan, Noted West Point (Army) Trainer Devotes a full chapter to "Conditioning and Training."
- Play Cycles for Each Formation Shown in Diagrams.
- Score Sheet for Recording Your Team's Scores!

What a Board! And what a *book!* This is an offer you'll rush to get in on! Here are the great "game-buster" plays you want to know all about! The fast plays that increase your scoring in every type of offense! All clearly discussed and diagrammed to give you real "know how!"



These coaches agree that top cereal for athletes is Quaker Oats! Here's what they say: "Quaker Oats deserves a place on any athlete's breakfast menu! Because whole-grain oatmeal is recognized as leader of all other natural cereals in food-energy, Vitamin B₁ and the stamina element, Protein!"



CARL SNAVELY
University of No. Carolina



"FRITZ" CRISLER
University of Michigan



"ROLLIE" BEVAN
Trainer, West Point



Quaker Oats and
Mother's Oats are the same

Quaker Oats

Send No Money

Send the Coupon in Today—together with Trade-mark from package of Quaker or Mother's Oats

THE QUAKER OATS COMPANY

Dept. 10, Box Q, Chicago, Illinois

Please send me "Touchdown Plays"! Enclosed is a trademark from package of Quaker Oats or Mother's Oats.

Name.....

School.....

Street.....City.....State.....

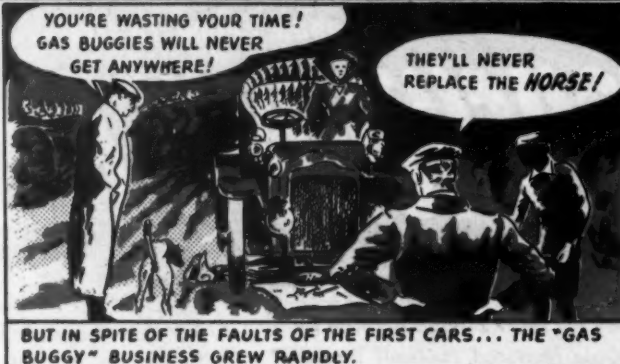


SEEING HISTORY THROUGH AMERICAN ACHIEVEMENTS

AUTOMOBILES & HIGHWAYS

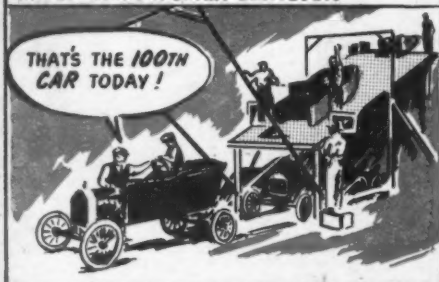


AMERICA'S EARLY AUTOMOBILES CONSISTED OF A BOX FRAME WITH BICYCLE WHEELS AND A ONE-CYLINDER ENGINE... FAMOUS WAGON-MAKERS, AMONG THEM THE **STUDEBAKER BROTHERS**-BUILT THE BODIES... FREQUENT BREAKDOWNS FORCED AUTO-OWNERS TO "GET OUT AND GET UNDER..."



THE YEARLY PRODUCTION OF MOTOR CARS IN THE U.S. SKYROCKETED TO 181,000 IN 1910. CHIEFLY RESPONSIBLE WAS THE "ASSEMBLY LINE" PRODUCTION SYSTEM... INTRODUCED BY R. E. OLDS, AFTER WHOM THE **OLDSMOBILE** WAS NAMED... AND PERFECTED BY HENRY FORD.

TO ACHIEVE **MASS PRODUCTION**, FORD IN 1908 ASSEMBLED HIS CARS FROM STANDARD PARTS... WHICH WORKERS FITTED TOGETHER AS THEY MOVED ALONG A **CHAIN CONVEYOR**

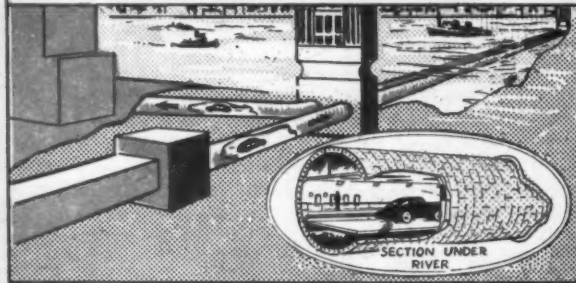


AS CARS IMPROVED IN SPEED AND ENDURANCE, THE DEMAND ROSE FOR **HARD-SURFACED, FAR-REACHING** HIGHWAYS. IN 1921, CONSTRUCTION WAS BEGUN ON A SYSTEM OF **STATE HIGHWAYS**... AND ALL OVER THE U.S., AUTO ENTHUSIASTS "HIT THE ROAD."

SUSPENSION BRIDGES-A TRIUMPH OF AMERICAN ENGINEERING-WERE THROWN ACROSS RIVERS AND CANYONS TO LINK THE NEW HIGHWAYS. TODAY, THE U.S. BOASTS THE **16 LARGEST SUSPENSION BRIDGES** IN WORLD.



TUNNELS WERE THRUST UNDER RIVERS AND THROUGH MOUNTAINS. THE WORLD-FAMOUS **HOLLAND TUNNEL** CONSISTS OF TWO TRAFFIC TUBES UNDER THE HUDSON RIVER CONNECTING NEW YORK AND NEW JERSEY.



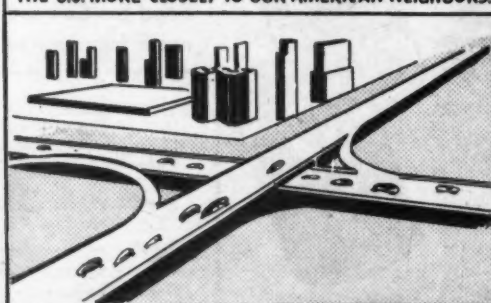
TWO WORLD WARS INTERRUPTED THE GROWTH OF THE AUTO INDUSTRY... AS U.S. AUTO-MAKERS TURNED OUT PLANES, TANKS, AND GUNS.



TODAY, AUTOMOTIVE ENGINEERS ARE PLANNING THE SUPER AUTOS OF TOMORROW... TINKERING WITH **JET PROPELLED** ENGINES AND DESIGNING **RADAR-CONTROLLED** CARS.



ROAD ENGINEERS ARE PLANNING **EXPRESS HIGHWAYS** WHICH WILL CRISS-CROSS THE NATION... AND LINK THE U.S. MORE CLOSELY TO OUR AMERICAN NEIGHBORS.



THE "HORSELESS CARRIAGE" HAS BEEN DEVELOPED BY AMERICA'S AUTO MANUFACTURERS INTO ONE OF THE **WORLD'S GREAT INDUSTRIES**... MOTOR CARS AND MODERN HIGHWAYS HAVE INTRODUCED A NEW ERA IN TRANSPORTATION AND TRAVEL... AND HAVE HELPED THE PEOPLES OF ALL NATIONS TO **KNOW EACH OTHER AND WORK TOGETHER.**

TEXT BY GEORGE WALLER JR.

DRAWN BY CHARLES P. BECK



* Out in California, Frank Hegemeyer has made a profitable full-time job out of his life-long hobby — hand-made reproductions of Early American and Colonial furniture.

IT'S A HOBBY—IT'S A BUSINESS!

IT'S A PLEASURE WITH X-ACTO!

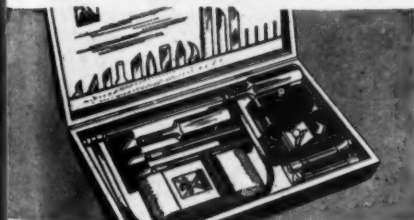
* **A**ND in his work he finds X-acto hobby knives "of untold value". With the help of X-acto, Mr. Hegemeyer has filled his home with beautiful furniture . . . created material for his fascinating how-to-do-it articles . . . and had a whale of a lot of fun!

Expert Hegemeyer has high praise for the way X-acto blades "hold a keen cutting edge over a long period . . . and their adaptability to the many types of cutting jobs encountered

in my shop." No wonder! For X-acto gives you **13 Blade Shapes—Quickly Interchangeable...**

of fine surgical steel, scalpel-sharp. *Three all-metal handle styles.* (No more substitute plastics!) X-acto's safety grip and easy control make it the ideal knife for experts and beginners . . . for paper, leather, wood, plastics. If you build models, whittle, carve, or just fix things around the house, you'll turn out better jobs with X-acto. And have *more fun!*

ALL METAL
X-acto No. 2 Solid
Duraluminum
Knife . . . **50c**
With 5 assorted blades,
\$1. Other X-acto
Knives, Tools, Chests,
50c to \$12.50.



It's Got Everything! No. 85 X-acto Tool Chest
— 3 all-metal knives; full assortment of blades;
saw; sander; stripper; planer; drills and holders;
steel ruler; complete in wooden chest, \$12.50.



x-acto
KNIVES & TOOLS

At hardware, hobby and gift shops

X-acto Crescent Products Co., Inc., 440 Fourth Ave., New York 16, N.Y.
In Canada: Handicraft Tools, Ltd., Hermant Bldg., Toronto

*Reg. U. S. Pat. Off.

by Gay Head

BOY dates GIRL

IT'S not that you're without dates. You've cleared harbor and are under full sail. But, even so, life is not all salmon for cats! There are plenty of reefs on the high seas. And you've seen other stalwart lads run afoul from not knowing how to handle all their ropes. It's that uncharted sea and unexpected breeze that makes your tiller hand unsteady.

Before you left that sheltered port, it seemed so simple. The light of your life would say, "Will you go?" You would say "Love to." And a good time would be had by all. But it's not like that in real life.

You dream about going to the Football Dance with Ricky, and then Van asks you first. Should you go with Ricky or wait for Van? And then there's Ken. He never asks you for a date till the last minute. Not to mention Pete who never tells a gal when he's coming, but just drops in when you have a million other things to do. You just don't know which way the wind is blowing or how to tack. How do you handle such matters and still keep your date life on a steady keel?

Q. Is it all right to turn down a date to a school party when you are sure someone you like better will ask you?

A. The question is: how sure are you that the light of your life is going to ask you? He doesn't seem to be knocking himself out to sew up his date for the party. The other boys are already on the alert, tracking down their gals. Either the Number One man doesn't care very much, or else he's pretty sure of himself. Whichever it is, he might take a hint if you acted on the theory, "first come, first served."

Waiting around for that special invite is a gamble. A man on the phone is worth three in your dreams. Most girls prefer to play it safe.

But if you don't mind gambling — and losing — then go ahead and turn down five invitations in the hope that the right one will come along. Only be sure the best man wins. Maybe this lad with the early invite has a heart just as handsome as the one you're wearing on your sleeve.

Q. Should a girl accept a date if she's asked just a few hours before the affair?



A. There's no law against it. Most boys prefer to have their plans mapped out in advance. Most boys don't procrastinate without reason. Ted may discover at the last minute that he doesn't have to work late, after all. Jack's date may break out with measles the afternoon of the prom. Bert's family may suddenly decide not to go away for the weekend. In such situations you can afford to be understanding. Don't let false pride stand in the way of a gay time.

Of course, a really thoughtful boy will apologize for "late" invitations and he won't make a habit of them. If you're a "good sport" when his schedule is jammed up, you ought to rate first attention when the going is smooth.

Q. What can you do about a boy who continually calls up for a date at the last minute?

3. There's only one sure cure. Be busy the next time it happens — even if busy means sitting at home knitting socks for your brother's birthday. You don't have to explain about the socks. All you have to say is — "Sorry. Other plans." You don't have to be rude. You don't have to be curt. The tone of your voice can be most friendly. Unless his head is a chunk of wood, he'll get the idea that you really would have liked the date — if you'd only known earlier.

Q. How can a girl politely get rid of a boy who has stopped in for the evening if she has to study or work?

A. Even if you are of the opinion that no studying could take priority over a pair of pants and a sports jacket, there are other times when a casual guest is a problem. You might have an

eight-thirty date with another boy or a young people's meeting on the docket.

Whatever your plans, don't hedge and don't sit there making polite conversation and wishing he would leave. Tell your caller exactly what your schedule for the evening is. If you've promised to be at Margie's at eight, state your plans. You might ask him if he'd like to walk you over to Margie's.

If your geometry is the complicating factor, tell him how it is with geometry. If you can concentrate in his presence, you might supply him with one of your brother's detective novels and a plate of cookies. Tell him to occupy himself for an hour till you're finished with tangents and triangles.

If the geometry looks like a full evening's work, tell him so. Tell him that, if you'd known he was going to drop by, you'd have planned your schedule to avoid conflicts. Suggest that he come by the following evening.

And you, Sir —

If you plan to play Janie's records for an hour, it's a good idea to give her a ring before you walk in. Ask her if she's busy. If she's not, say you'd like to come over for a while. Then you won't put her in an embarrassing position if she has other plans. You also give her time to take her hair out of curlers — a preparation both of you should appreciate.

If you decide to pop in on the spur of the moment, you should inquire what her plans may have been as soon as you get inside the door. You don't really want to be there when Tom comes to take her to the movies, do you? That leaves you sitting on the sofa with her kid brother and looking a little silly.



AN
A
prop
small
in wh
tity o
resea
Th
syste
cessfu
consu
piston
Mr
cury-
tests



After
much
tation
who a

RESEARCH ADVENTURER

The Story of
Anthony J. Nerad



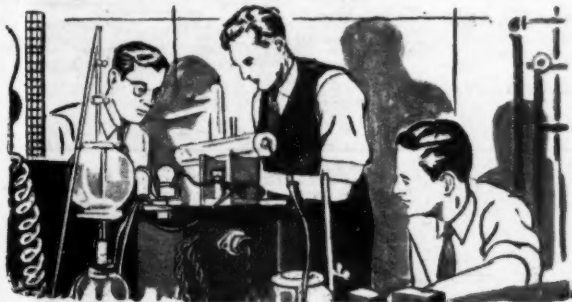
ANTHONY NERAD'S most recent research adventure helped make possible the successful operation of jet and propjet planes. Faced with the difficult task of making a very small, very lightweight, and very simple piece of equipment in which it would be possible to burn the tremendous quantity of fuel necessary for practical jet engines, he and other G-E research scientists spent many long hours in experimentation.

These men were successful in developing four combustion systems for both ordinary jet and propjet engines—so successful in fact that at present the largest jet engine effectively consumes double the quantity of fuel used in a standard piston type airplane engine of the largest size.

Mr. Nerad has also worked on the development of the mercury-vapor process for power generation and high-temperature tests for alloys. *General Electric Company, Schenectady, N. Y.*



Tony has always liked the outdoors, and his early school-days were enlivened by baseball, fishing, and swimming in Lake Michigan. While working for his B.S. degree in mechanical engineering at the U. of Wisconsin he continued his high school interest in debating.



After graduation, he spent six months "on Test." Now, although much of his time is taken by the Research Laboratory experimentation, he still works with graduates of the advanced Test courses who are assigned to him after the completion of their training.



Carrying on his interest in sports, Tony became a scoutmaster, often leading camping trips in the mountains. A member of the engineer's canoe team, he competed in the American Canoe Association races, frequently winning prizes in the swift racing shells.

GENERAL  ELECTRIC

Keen Questions

WITH EXPLAINED ANSWERS



WHAT GIVES THE **STARS** THEIR BRILLIANCE?



WHAT IMPORTANT METAL IS MADE FROM SEA WATER AND OYSTER SHELLS?



IN WHAT LARGE COUNTRY IS **CHESS** TAUGHT IN THE PUBLIC SCHOOLS?



WHERE DOES A **STEAMSHIP** CARRY PASSENGERS 10,000 FT. ABOVE SEA LEVEL?



DOES THE **ELECTRON** MICROSCOPE MAGNIFY WITH GLASS LENSES?



HOW DOES THE **CHAMELEON** CHANGE ITS COLOR?

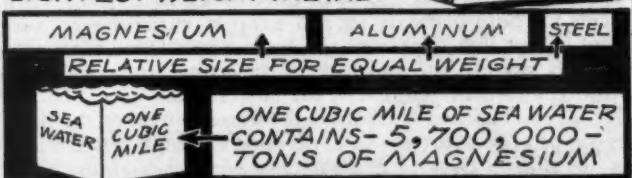
THE **STARS'** BRILLIANT LIGHT IS RADIATION FROM AN INTENSELY HOT SURFACE. THEY ARE SUNS LIKE EARTH'S SUN - WHICH IS ONE OF THE STARS, VERY MUCH NEARER TO THE EARTH. MANY OF THE STARS THAT APPEAR TO BE SO TINY, ARE THOUSANDS OF TIMES LARGER THAN THE SUN AND HAVE GREATER SURFACE HEAT.



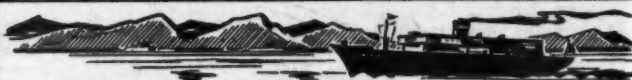
CHESS IS THE NATIONAL GAME IN THE U.S.S.R. IT IS TAUGHT IN THE PUBLIC SCHOOLS AND MANY CHILDREN ARE EXPERTS. THE VARIOUS ANNUAL TOURNAMENTS ARE OF GREAT IMPORTANCE.



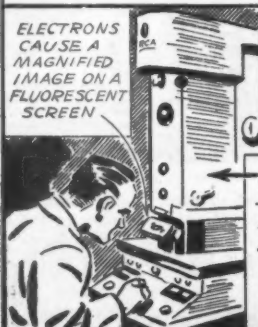
A **METAL** OF GREAT IMPORTANCE TO INDUSTRY IS NOW PRODUCED IN LARGE QUANTITIES, FROM CRUSHED AND BURNED OYSTER SHELLS, PLACED IN HUGE VATS OF SEA WATER. A RESULTING CHEMICAL ACTION PRECIPITATES A COARSE WHITE POWDER - THIS IS CONVERTED BY A HEAT AND ELECTROLYTIC PROCESS, INTO MAGNESIUM - THE LIGHTEST WEIGHT METAL.



A **STEAMSHIP** CARRIES PASSENGERS ACROSS LAKE TITICACA IN PERU. THE LAKE IS 10,000 FT. ABOVE SEA LEVEL AND 130 MI. LONG.

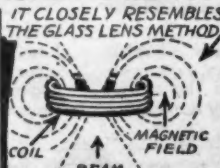


ELECTRONS CAUSE A MAGNIFIED IMAGE ON A FLUORESCENT SCREEN



IN THE **ELECTRON** MICROSCOPE, A CONTROLLED BEAM OF ELECTRONS IS BENT BY PRESSURE FROM A MAGNETIC FIELD OF FORCE, WHICH IS CALLED "THE MAGNETIC LENS."

IT MAGNIFIES UP TO 100,000 DIAMETERS AND WITH ADDITIONAL MICROGRAPH (PHOTO ENLARGEMENT) - IT EXCEEDS 200,000 TIMES LIFE SIZE.



THE **CHAMELEON** HAS THREE LAYERS OF COLOR SENSITIVE SKIN, THE TEXTURE OF WHICH IT CAN CONTROL TO RESPOND TO DIFFERENT WAVE LENGTHS, OF THE THREE PRIMARY COLORS. THIS IS NATURAL PROTECTION, FROM DETECTION BY ITS ENEMIES.



KING COBRA

(Concluded)

I made ready to swat the constrictor and break its hold. I had no intention of losing that giant cobra.

The straining and tugging continued, the cobra still retaining that awful head-lock. Then the python seemed to tire from his convulsive struggle to whirl himself free. I noticed that the cobra was cleverly working his head around. Slowly but surely, he shifted his jaws until he had improved his side hold to a front hold.

The cobra worked its jaws over its antagonist's head, until the head was almost entirely in its mouth. This aroused the python to a new series of violent whirls. The resultant tumbling, twisting, and squirming worked up the audience to a pitch of excitement that I've never seen equaled in a small group.

The cobra kept drawing his head over the python, and when the constrictor's head started disappearing I slid the glass top back in place. I knew the fight was over. The python continued struggling furiously but with each deft forward movement of the cobra's head there was less and less python.

When a whole foot of the constrictor was down the cobra's throat, their bodies were as much of a tangle as ever. The disappearing victim was still struggling hard. Even when half swallowed, the python continued to fight, squeezing with a fury that would have burst the sides of a less hardy opponent.

There was something horrible about the methodical way in which the cobra kept working its head over the defeated foe, a soundless, steady, unemotional process that seemed the work of a machine rather than the efforts of a living creature. Not a drop of blood was shed, which gave the battle a further note of unreality.

An hour after I had started feeding the cobra, the last bit of the python's tail, wriggling hard, to let the world know it hadn't given up yet, disappeared down the cobra's throat.

Dr. Ditmars was delighted with his giant cobra when it was delivered to the Bronx Zoo three or four weeks later. There it was the prize exhibit of the Reptile House until 1929 when, tired perhaps of being stared at, or eager to see what the snake-hereafter was like, it died. This, however, did not halt its earthly career. Mounted, and tagged with the details of its reptilian importance, it may be seen in the American Museum of Natural History.

Reprinted by permission of the author and the publishers, Simon and Schuster. Copyright 1930 by Frank Buck and Edward Anthony.

Bob & Bill WIN A DATE



FELLOWS! Being able to shoot straight is a lot of fun. And the right equipment to help you enjoy this keen sport is a Remington Model 513T target rifle and Remington ammunition. They're an unbeatable combination. Remington Arms Company, Inc., Bridgeport 2, Connecticut.



*Reg. U. S. Pat. Off.

Remington Model 513T bolt action target rifle is completely equipped with heavy barrel, target stock, sling strap, peep sights and other features for match competition on the range. Shoot Remington 22's with exclusive Kleanbore® non-corrosive priming for finest accuracy.



Remington



"If It's Remington—It's Right!"

How do you rate?



HOW'S YOUR HAIR—dry and unruly? Or worse—are you one of these grease hounds who slicks it down? Either way gets you the horse laugh, pal—and one of these days some slick chick will pin your ears back for it. If you want to do something about it...



JUST SCRATCH YOUR HEAD and look at your fingernails! And for Pete's sake if you find traces of dryness and loose, ugly dandruff, run—don't walk—to your nearest drug store and...



IT'S NON-ALCOHOLIC! Contains soothing LANOLIN, an oil that closely resembles the natural oil of your own skin. Cream-Oil grooms your hair naturally, relieves dryness and removes loose, ugly dandruff.



YES, YOU'LL HAVE a tough time keepin' all the gals away if you use Wildroot Cream-Oil formula. Ask your barber or druggist for it, and for a generous trial supply, send 10c to Wildroot Company, Inc., Buffalo 8, New York, Department SM-1.

WILDROOT CREAM-OIL

SPORTS

Short Shots

Off the track. It took Earl Quigley, track coach at Little Rock (Ark.) High, a long time—20 years, in fact—to find out “you can’t win ‘em all.” Until Fort Smith nosed out his Tigers this season, Coach Quigley had never lost a track meet—and he has been coaching since 1926!

Riot of a diet. ‘Goofy’ Gomez, the former Yankee pitcher, was always a “bug” about dieting. One day he ran into Ed “Porky” Oliver, a very fat golfer. “Goofy” promptly began lecturing him on the evils of eating hamburgers, hot dogs and milkshakes between meals. “You’ll eat yourself right out of golf,” he warned.

A few minutes later, Gomez was stunned to see “Porky” emerging from a diner with a big hamburger in his paw. “You made me so hungry, I had to get something to eat,” explained “Porky,” grinning.

What a Feller! Next time you get a chance to see Bob Feller pitch, run, do not walk, to the nearest ticket window. Some day, when you’re bouncing your own little kiddies on your knee, you’ll brag about the fact you saw the great Feller pitch.

“Rapid Robert” is rapidly making history. He already holds the record for one-hit games (eight); needs one more no-hit game to tie the record (three); and before the 1946 season is over, he may break the strikeouts-per-season record (343).

Onward and upward. Notice how more and more high school coaches are being snatched up by our big colleges? In recent years, for example, Paul Brown and Carroll Widdoes went from Massillon (O.) High to Ohio State U.; Bill Anderson, from Lower Merion

(Pa.) to Lafayette; Red Gebhardt, from Hackensack (N. J.) to City College of New York; and Bert La Brucherie, from Southern California high school ranks to U.C.L.A.

This season, three more high school coaches joined the charmed circle: Matt Davidson, Tarrytown (N. Y.) to Princeton; Art McLarney, Seattle (Wash.) to Washington State College; and Jim Easterbrook, from Illinois high school circles to Beloit College.

Courage. Monty Stratton was one of the greatest pitchers in big-league baseball before he lost his right leg in a hunting accident back in 1938. Today, despite his artificial leg, he is the No. 1 pitcher in the East Texas League. Although Monty has won over 20 games this year, the fans prefer to talk about a hit he almost made.

Playing against Greenville, Monty sent a liner over second base. The center fielder took the ball on the first bounce and started to throw to second base. Monty was about two-thirds of the way to first when his bad leg buckled under him. The crowd gasped as Monty fell to the ground. The fielder took a look, saw what had happened and fired the ball to first. Meanwhile, Monty had started crawling. The ball beat his last desperate lunge by an eyelash.

Monty got up, brushed himself off and went out to the mound to receive an ovation that lasted at least ten minutes. There was hardly a dry eye in the whole park.

HERMAN L. MASIN, Sports Editor

YELLS FOR HIGH SCHOOLS

The all High School YELL book! 301 Yells that can be adapted to any School or Pep Club group. All the Yells and Helps you need compiled in this one book! Order your copy today \$1.00.

ART CRAFT PLAY CO.

MARION, IOWA

NOW! Earn Your Own EXTRA MONEY, with NATIONALLY KNOWN Pen-n-Brush Studies

CHRISTMAS CARDS

UP TO 100 PER CENT PROFIT just by taking orders from friends, relatives, neighbors. Everyone buys these beautiful boxed assortments on eight Our “1946 PRIZE WINNER” 51-folder Christmas Box, sells for \$1. Sent on approval. Also Religious, gift wraps, birthday, everyday cards, etc. PEN-N-BRUSH STUDIOS, Dept. 28-10, 134 Nassau Street, New York 7, N. Y.

Send for Free SAMPLES of low-priced Christmas Cards that can be printed with the sender's name.



SENIORS: Sell your class, largest and most complete line of Modern GRADUATION NAME CARDS. 40% commission. Lowest prices. Free cards and sample kit. Write today to PRINTCRAFT 1495 E. Elm St. Grand Rapids 5, Pa.



“Thanks a lot.”

Speak Up!

DO high school students have opinions?

The answer is *yes*.

Do high school students have a chance to express their opinions?

The answer is *yes*.

Where and how?

Through the Institute of Student Opinion, a national polling organization sponsored by *Scholastic Magazines* and composed of 1565 senior and junior high school newspapers throughout the United States.

Organized in May, 1943, by the editors of *Scholastic Magazines*, I.S.O. conducts four polls each year on questions of importance to youth—and on which the opinions of youth are important.

Here's how I.S.O. works:

Any senior or junior high school newspaper in the United States is eligible for membership in the Institute of Student Opinion. There are no dues, fees, or assessments. Four times each school year complete poll materials are mailed to member newspapers from national headquarters. The high school newspaper staffs conduct the polls, tabulate the returns in their respective schools and make a report to national headquarters. They may print their local results immediately. National results are released to all member papers and to the nation's press simultaneously.

I.S.O. poll subjects are selected by a National Advisory Board composed of leading educators and public opinion experts, including Dr. Hadley Cantril (Director, Office of Public Opinion Research) and Dr. Frank Hubbard (Director of Research, National Education Association).

Recent poll ballots have included such questions as:

Which high school subject do you believe will be of greatest value after high school?

Do you believe that the United Nations will prevent another world war during your lifetime?

Who or what influences your thinking to the greatest extent?

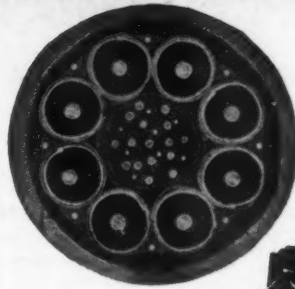
What are your ultimate aims in life?

Materials for the first I.S.O. poll of the current school year are now being mailed. On the ballot will be one question concerning politics as a career.

If your school paper is not a member of I.S.O., speak to your student editor or faculty adviser. Application forms may be obtained from the Institute of Student Opinion, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y.



ele-facts



COAXIAL CABLE—
the modern "speaking tube"!

HOLLOW WIRES

"Coaxials" are hollow copper tubes no larger than your pencil through which a smaller copper wire is run and held in place by insulating discs. One tube will carry nearly 500 telephone calls at one time!



CABLE CARAVANS

Strong lead-covered cables made up of as many as eight "coaxials" are buried deep in the ground by especially designed plow-trains. Moving about as fast as a man can walk, these "plows" dig a furrow, lay a cable and fill in—all in one operation.

CABLE VANDALS

In some sections of our country, telephone men have a special headache—the sharp teeth of gophers, who like to gnaw their way through the lead coverings on buried cables. But now cable used in those parts is wrapped with thin tapes of steel over which a cover of jute or plastic is added. This gives the headache right back to Mr. Gopher.



Within the next few years we will add more than 8000 miles of coaxial cable to our nation-wide telephone network. America has the finest communications system in the world and we are always working to make it better.

BELL TELEPHONE SYSTEM



For Your Guidance When Ordering Stamps

Scholastic Magazines accept stamp advertisements only from reliable and trustworthy stamp dealers. Our readers are advised to read an advertisement carefully before sending money for stamps. If the advertisement mentions the word "approvals," the stamp dealer will send you in addition to any free stamps or stamps you pay for in advance, a selection of other stamps known as "approvals." Each of these "approval" stamps has a price clearly marked. If you keep any of the "approval" stamps, you must pay for them and return the ones you do not wish to buy. If you do not intend to buy any of the "approval" stamps return them promptly, being careful to write your name and address in the upper left-hand corner of the envelope in which you return the stamps.

VICTORY PACKET FREE—Includes stamps from Tanganyika—British Cayman Islands—Animal—Scarce Babyhead—Coronation—Early Victorian—Airmail—Map Stamps—Big Catalogue—all free—send 5¢ for postage.
GRAY STAMP CO., Dept. 88, TORONTO, CANADA.

WOW!! \$10.00 WORTH OF FUN — ONLY 10¢!

What a treasure hunt! Big package 500 FOREIGN STAMPS—just as received from church missions, other sources. Includes stamps from Africa, South America, Philippines, Free French, Cape July, Palestine, etc., including airmails, commemoratives, and stamps worth up to \$50 and 75¢. This amazing offer is given for 10¢ to serious approval applicants only. One to a customer, money back if not more than delighted.

JAMESTOWN STAMP CO., Dept. 12, Jamestown, New York

STAMPS—VALUED UP TO 50¢ & 75¢ EACH

ZOWIE-E-E! A BARREL OF FUN FOR ONLY A DIME!!

500 UNITED STATES STAMPS—absolutely unlicked and unsorted—just as received from church missions, other sources. Includes large commemoratives, airmails, high denominations, up to \$5.00! Stampdom's biggest package of fun—and you might find something really valuable! PRICE ONLY 10¢ TO SERIOUS APPROVAL APPLICANTS. Money back if not delighted. Illustrated bargain lists with each order.
MYSTIC STAMP COMPANY, Dept. 75, CAMDEN, NEW YORK.

YOUR SHOES ARE SHOWING!



EMBARRASSING, ISN'T IT?

YOU NEED SHINOLA

● The little woman's digs about your appearance may get you down at times, but you have to admit shoes that need a shine are not exactly becoming. Try KEEPING 'EM SHINING WITH SHINOLA.

SHINOLA WHITE will do the job for your white shoes—whether they're leather or fabric. And you'll like SHINOLA WHITE. It's so easy to put on, but hard to rub off.



GIRLS! FOR GLORIOUSLY BEAUTIFUL HAIR JUST DO THIS..

For richer-looking, more lustrous hair, first massage scalp with mildly medicated Cuticura Ointment to stimulate circulation and loosen dandruff. Later shampoo with Cuticura Soap. Try it today! Only 25¢ each. At all druggists.



FRAGRANT • MILDLY MEDICATED

CUTICURA
SOAP & OINTMENT

Following the Films

✓✓✓ Tops, don't miss. ✓✓✓ Worthwhile. ✓✓✓ So-so.

CAESAR AND CLEOPATRA
(Released by United Artists.
Produced and Directed by
Gabriel Pascal.)

The dramas of two of England's greatest writers are currently appearing on the screen. One, *Henry V* (reviewed in September 16th issue), is an earnest presentation of Shakespeare. The second, *Caesar and Cleopatra*, is a technicolor adaptation of one of 90-year-old George Bernard Shaw's most delightful plays. In it, G. B. S. takes a deft poke at the revered author of *Henry V*.

Though Shaw's object in *Caesar and Cleopatra* is to debunk the Shakespearean approach to drama, his manner is so full of spoof that even the most ardent Shakespeareans ought to smile.

You may remember that Shakespeare's story managed to leave the impression that there had been a sizzling affair between Caesar, the Roman general and Cleo, the beauty of Egypt. Shaw did a little chronological research and discovered that at the time Julius Caesar went to Egypt, he was a man of fifty-some years and Cleopatra was a girl of sixteen. Shaw then proceeded to write his version of what probably happened when the two met.

It is the story of a genial old conqueror who teaches a girl how to grow up to be a woman and a queen. Vivian ("Scarlet O'Hara") Leigh plays the childish Cleopatra. And Claude Rains, romping through his role as Caesar, earns the laurel wreath he wears as Rome's veteran campaigner.

Don't believe the ads that tell you *C and C* is a seductive, sensual story of passionate love. It is *not*! The film is the good, sly fun Shaw intended it to be. And the ad-men are completely missing the point and lacking in Shavian spirit when they try to sell you the picture on any other grounds.

The relationship between Caesar and Cleopatra is well-established in one of the first scenes. Caesar's legions have landed in Egypt. Cleopatra, terrorized like the rest of her court, flees to the desert and takes refuge between the paws of a sphinx. Next to her fear of the Romans, her chief concern at the moment is the loss of the sacred white cat.

Caesar, tired from the day's maneu-



DOES YOUR SCHOOL HAVE A

Rifle Club!

If your school is one of the several hundred in which organized rifle shooting is a major sport, we urge that you "join up" and share in the fun!

But if there is no club as yet in your school, let us send you full information about the many privileges and benefits of this fascinating, skillful sport.

Ask for
"I Want to Shoot" booklet!

NATIONAL RIFLE ASSOCIATION

1615 Rhode Island Ave., Wash. 6, D.C.

Here's the DICTIONARY for you

Just send 15¢ and empty Planters Bag!



Here's the kind of dictionary you've always wanted to own — and here's your chance to get it practically for the asking! It's a big up-to-date Webster Dictionary, containing 378 pages, 22,000 definitions, and 12 special sections that are chock-full of interesting material, including a digest of military and naval facts. Just send 15¢ and one empty 10¢ Planters Mixed Nuts bag to PLANTERS, Dept. 15-S, Wilkes-Barre, Pa., and a copy will be sent to you promptly.

vers, is wandering in the desert. In front of the Sphinx, he stops to philosophize about life, kingdoms, and power. In the midst of his sober thought, he is interrupted by Cleopatra who calls out: "Old gentleman." (Hardly a lover-meets-lover greeting!) She tells him: "You are old and rather wrinkly, but you have a nice voice."

Caesar, highly amused, asks her why she's not at home in bed. She explains that she's hiding because the Romans are coming to eat her. When Caesar reveals that he is a Roman, Cleopatra leaps from the Sphinx's paw and screams: "Bite him in two, Sphinx! Bite him in two!"

And with that beginning, any other notion you may have had about Caesar and Cleopatra will stay debunked for the remainder of the film, at least.



Caesar (Claude Rains) is amused by the young Cleopatra (Vivien Leigh).

Shaw, who has always had a keen ear for the speech of the day, has written some new lines into the movie scenario. When Caesar prepares to take over the administration of Egypt's affairs, the outraged Egyptians are heard to protest, "Egypt for the Egyptians!" Other such startling anachronisms in speech add to the atmosphere of historical jest.

The lush splendor of the Egyptian court in Cleopatra's day was too big a temptation for Director Pascal to smother completely. Consequently, the film occasionally lapses into pageantry for pageantry's sake. While this brilliant display frequently dazzles the eye, it somewhat impedes the action and character play. But most of the time, Pascal keeps close to Shaw's intention — an intention that makes for amusing cinema.

BLUE SKIES (Paramount. Produced by Sol Siegel. Directed by Stuart Heisler.)

Blue Skies is a poor excuse for piecing together some Irving Berlin tunes into a musical. The tunes are still good, and Bing Crosby sings them as well as ever. But the script is the most uninspired slush we've seen for a long time. Even tap-happy Fred Astaire flying in and out can't liven things up. That's particularly sad since *Blue Skies* is Astaire's valedictory film.

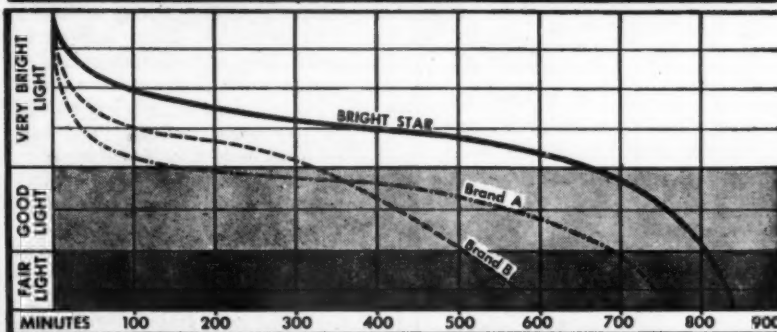
*pick the winner...
the real "champ"!*

BRIGHT STAR BATTERIES



**give more
bright light longer**

Compare... the bright light service of
three leading batteries:



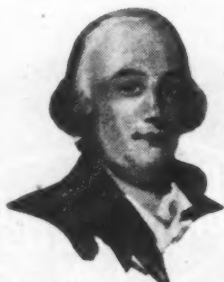
These results of vital service tests* prove that Bright Star batteries give you more *bright light* longer than the two other leading brands tested. Insist on the best — it's Bright Star by test!

*Chart based on laboratory tests conducted under government standards.

F a m o u s S i n c e 1 9 0 9

BRIGHT STAR BATTERY COMPANY, CLIFTON, NEW JERSEY

Young — But Wise



Edward Rutledge /

When he signed the Declaration of Independence, Edward Rutledge, of South Carolina, was only 27 years old, yet he was so mature in talents that he already had served two years in Congress.

Not only that. He was accorded the additional honor of being selected with Adams and Lee to draw up the preamble to the original resolution that marked the beginning of the end of British domination.

The unselfish devotion and sacrifice of this great young patriot was further demonstrated when he was captured at the siege of Charleston and imprisoned at St. Augustine.

Such sacrifice and ready acceptance of responsibility has been imbedded in millions of Americans, as reflected by the life insurance protection they have provided for their dependents.



The PRUDENTIAL
INSURANCE COMPANY OF AMERICA
A mutual life insurance company
HOME OFFICE NEWARK, NEW JERSEY



Just Testing

"Why did you flirt with me?" demanded the young man bitterly. "Why did you let me take you motoring every day? Why did you let me take you to theaters and cinemas every night? Why did you encourage me when you were already engaged?"

The girl hung her head. "I wanted to test my love for David," she said.

Tit-Bits

A Triumph

A not-so-bright fellow we know was trying to spell the word "coffee" recently. He wrote "kauphy." We think he is in line for some kind of recognition since he thereby achieves the unique distinction of spelling out a word without one letter being correct.

The Real McCoy

A young man was taking his dog for a morning walk when he met a friend.

Said the friend, "My, what a nice dog you have there!"

"Oh, yes," said the young man, "This is Oscar, my pet bloodhound." Then, turning to his dog, he demanded, "Oscar, bleed for the gentleman!"

Magazine Digest

Dress Designer

A woman's teen-age niece, whose ambition is to be a designer, appeared in the living room to greet her escort in a dress her mother did not know she had — a brand new evening dress draped in a very sophisticated manner. Brand new, and yet to her mother it had a faintly familiar look. She rushed off to the dance before her mother had a chance to ask where she got the dress. After puzzling for a while about where she had seen that material, long suffering mother suddenly dashed upstairs. "I knew it!" she called down. "She's gone to that dance wearing her new taffeta bedspread."

New York Sun

Middleman

A fan letter came from a little girl in Markinch, Fifeshire, Scotland, addressed to Bing Crosby. Somehow it came to Paramount's Chicago office.

"Dear Mr. Crosby," it said. "You are one of my favorite movie stars. There is something I wish you would do for me. Write me and let me know to what studio I can send a letter to Van Johnson."

Chicago Daily News

With Your Own Little Hands?

Sweet Young Thing: "How do you like the potato salad?"

Boy Friend: "Delicious! Did you buy it yourself?"

Classmate

New Twist

Jones: "If my wife didn't have a can opener, she wouldn't know how to cook."

Smith: "My wife has one, but it doesn't help any."

Jones: "Why not?"

Smith: "I found her yesterday trying to open an egg with it."

Classmate

Happy Hunting

"Happiness," said the philosopher, "is the pursuit of something, not the catching of it."

Mr. Citizen then asked: "Have you ever chased the last bus on a rainy night?"

Boston Transcript

Short Course in Economics

Broke: "There's one thing I can't understand about banking."

Blake: "What's that?"

Broke: "They'll lend you all the money you want just as long as you can prove you don't need it."

Classmate

Short Short

Report on the housing shortage comes from a California reader who saw this sign in a print shop:

"Sorry but we have no 'Sorry But We Have No Vacancy' signs."

This Week

Protection

A young couple of my acquaintance struck up a friendship with an Australian lady. On the arrival of her fourth child, they sent her a playpen as a gift. The thank-you note left them somewhat astonished: "Thank you so much for the pen. It is a perfect godsend. I sit in it every afternoon and read and the children can't get near me."

Baby Talk



This Week

"How do you ever expect to have curly teeth if you don't eat your greens?"

ADVENTURES of "R.C." and QUICKIE



LATER, OUTSIDE THE CLUB ...



ALAN "RED RYDER" LANE SAYS:

RC IS MY BRAND! IT REALLY TASTES BEST!

And that's a good steer, Alan! Alan Lane, star of the "Red Ryder" Westerns, tried leading colas in paper cups and picked Royal Crown Cola best-tasting. Try it. Say, "RC for me!" That's the quick way to get a quick-up with Royal Crown Cola — best by taste-test!

See Alan Lane as "Red Ryder" in "SANTA FE UPRISING" A Republic Picture

ROYAL CROWN COLA
Best by taste-test

YOU CAN ALWAYS SPOT A CHAMPION IN BASEBALL

Agility, alertness, smoothness—these are the qualities that mark the big-timer in baseball. He's always in the right spot at the right time—turning sure hits into game-ending double-plays. And just as the top-notch ball player is a “stand out” on any team—*Planters* is the league-leader in energy foods. Planters Peanuts are tops in everything you want in something good to eat: flavor, freshness and vitamins. You get the *best* when you ask for *Planters*—whether its a 5c bag of those crisp, delicious salted peanuts, or those mouth-watering Planters Mixed Nuts—available in vacuum-packed glass jars and in 10c bags.



PLANTERS PEANUTS



POL
SCHOLASTIC

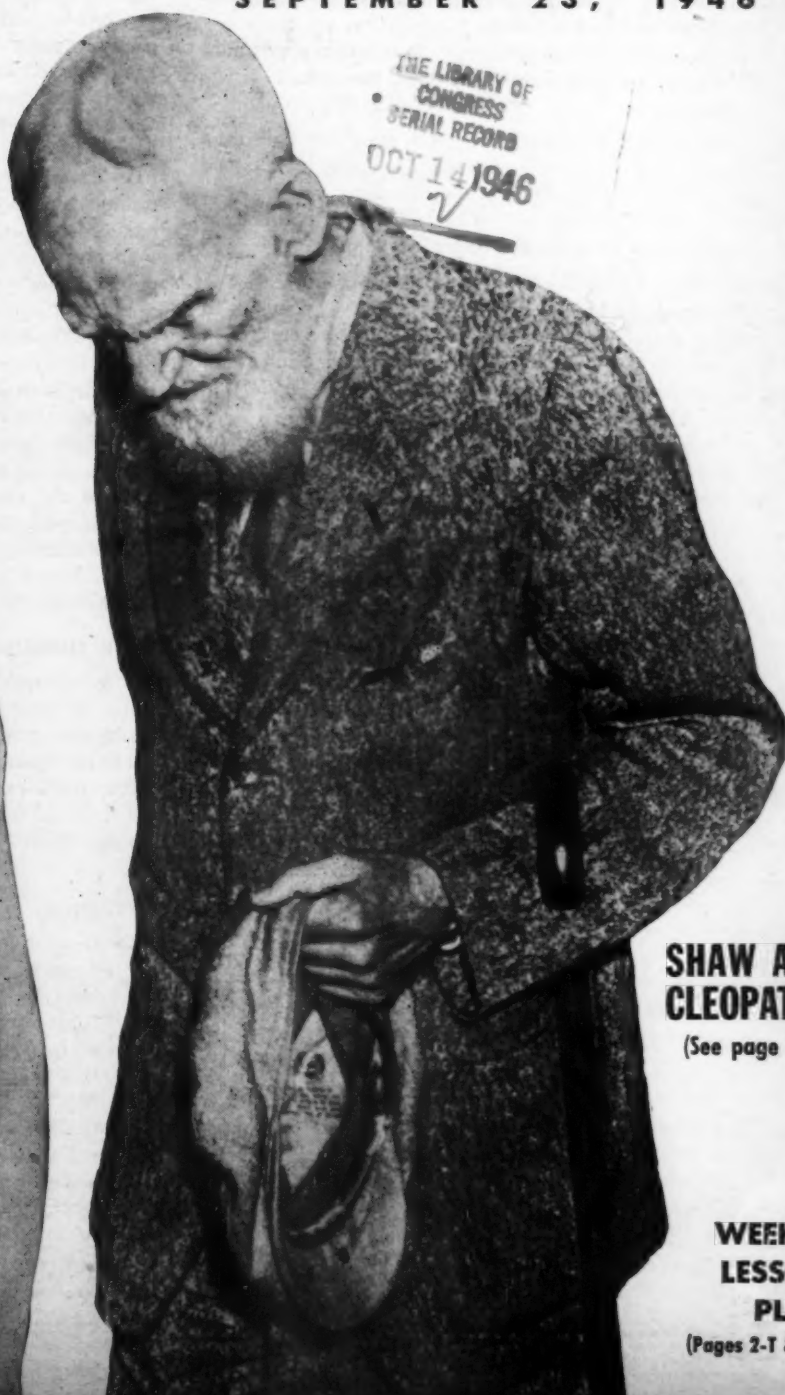
©C18 40718

Teacher^{EDITION}

Practical English

SEPTEMBER 23, 1946

THE LIBRARY OF
CONGRESS
SERIAL RECORD
OCT 14 1946



**SHAW AND
CLEOPATRA**

(See page 16-T)

**WEEKLY
LESSON
PLAN**

(Pages 2-T & 3-T)

BASED ON MATERIALS IN THIS ISSUE

A One-Period Lesson Plan Based on "Dear Sir" and "Confessions of a Secretary"

3. To give practice in elementary techniques: appearance of the page, rules to observe, contents, tone, etc.

A few sample business letters, both good and bad, from different offices will be of assistance. These may be obtained from your principal's office, local concerns, or perhaps your own files may have one or two available. Use good ones as examples; have students find errors in bad ones.

This week we have a written lesson. It will point up to students that *how* and *what* they write represents them quite as effectively as does their manner of speaking. They should strive always to *put themselves in the place of the persons who will read their letters.*

A business letter is a personal photograph in words, which we mail. Transfer the following chart to the board and fill in, as each point is discussed: Placement on the page, margins, address, salutation, body of letter, complimentary close, signature, etc. (See "Confessions of a Secretary" for simple set-up rules.)

[illegible]

2. Be simple, courteous, and brief but clear. Avoid using

Now have individual students write letters with the chart as a guide and these general rules in mind. Here are some suggested topics to start them off: (1) A letter to the city council stating that seats for Friday's football game have been reserved for all councilmen. (2) A letter to an advertiser from the school newspaper editor to say that he regrets not being able to deliver copies of the school paper on a certain date. (3) An order to a local store for additional party favors for the prom. (4) An order to another store stating that the wrong merchandise was received and correction is necessary. Ask the class to suggest other themes.

In checking the results look for both tone and content of letters. Are they in good taste? Are they legible? Are they simple and to the point? Does the design of the page meet the requirements of a business letter in appearance? Did the student remember to enclose his samples or payments? Have the class discuss the merits of some of the letters. What probable effect would a particular letter have on the reader? Would it produce the desired result?

To point out existing variety of expression, have the class examine the sample letters from other sources. Students should experience little difficulty in spotting some company's "pet phraseology," *noting differences in tone* as well as subject. Which do they consider best? Do any waste words? Which maintain friendly relations with the reader?

A good business letter is a personal challenge to the writer. In many ways it acts as an ambassador for you by stating your needs, saving you valuable time, and reflecting *you* in the business world. With constant practice and attention to the laws of good letter writing one can master this technique. It is not difficult to accomplish this and, since throughout life one is certain to use his skill, proficiency can make the challenge a pleasure, not a burden.

You'll Like to Write Letters, by Virginia Young, correspondence supervisor for Gates Rubber Co. and instructor of business letters, Univ. of Colorado. (Gregg Publishing Co., 270 Madison Ave., New York 16, N. Y.) Price 60c. *Business Letter Writing*, Pamphlet No. 9 in English of Business Series, by Hubert A. Hagar. (Gregg Publishing Co.) 20c. "Why Stress Letter Writing," by W. H. Conant in *Business Education World*, Feb. '45 (Gregg Publishing Co.). *Business English*, by J. Walter Ross (South-Western Publishing Co., 345 Broadway, New York, N. Y.). *The Private Secretary*, by John Robert Gregg (Gregg Publishing Co.). *Effective English in Business* (South-Western Publishing Co.). *Take a Letter, Please*, by John Opdyke (Funk and Wagnalls, New York, N. Y.) \$2.75.

COMING NEXT WEEK

September 30, 1946

Everyone's a Salesman!: Selling yourself and your personality in everyday life; ten points of good customer relations; sample dialogues of over-the-counter sales.

Behind the By-Line: Third article in the "How to Read a Newspaper" series—Columnists and their writings.

Putting the B in Budget: Making your money work for you; wise spending; how to set up a budget.

Are You Spellbound?: More on prefixes; a spelling quiz.

The Boss' Boy Friday: An interview with a Macy's executive aide; Macy's assistant employment manager gives advice to young people about jobs.

Quizzes, Slim Syntax, Boy dates Girl, movie reviews, sports, and other features.

HIGH SPOTS

Rhymes Without Reason (p. 6)

Everybody likes limericks. Anybody can write limericks. Nowadays, the great American public of radio-listeners and cereal-consumers hopefully fills out last lines of limericks, ads, box tops or soap wrappers, and waits for prizes in limerick contests.

ACTIVITY

1. Have students reel off their favorite limericks. Note the recurrent rhyme pattern. (a-a-b-b-a)
2. Here is one to test their skill. Can they supply a last line?

There was a young woman named Bright,
Whose speed was much faster than light,
She set out one day,
In a relative way,

For those who would like to look through the most famous collection of limericks, there is Edward Lear's *Book of Nonsense* (1864), found at most public libraries.

Lost-and-Found Dept. (p. 7)

We all lose things! We all want them back! By mastery of description we can't guarantee their return, but we can increase our chances of reclaiming them.

Have the students suppose they each left something at the movies last night. (These should be articles now at home, not on their person.) Ask them to write a brief and accurate description of the lost articles. Collect the papers and then have the class evaluate their chances for recovering their articles.

Words to the Wise (p. 10)

What are the students' favorite slang words? Are they addicted to abbreviations? ("Def." for definitely, etc.) How close to real meanings, as given in the dictionary, are they? Are they expressing one thing while meaning another?

Contributions by the class should make this a lively session. Here are some: character, drip, jerk, square, long hair, BTO (big-time-operator), sharp, smooth, shoot-the-breeze, natch, snazzy, corn, off-the-beam, nertz. List these (or their "pet expressions") on the board and have the class explain their meanings. Let them compare their definitions with those in the dictionary. (For more colloquial expressions, an approximation in meaning will probably be necessary.)

The Managing Editor Talks (p. 9)

This is the second of a series of articles on HOW TO READ A NEWSPAPER. As we announced last week, the third one (Sept. 30th) will be on columnists and their writing. Part of the lesson plan will be allotted to the subject, and for preparation we suggest that students clip sample columns from the press. These will constitute the only necessary materials. Further references for your list: *Editor and Publisher*, 1475 Broadway, Suite 1700, New York, N. Y. "What Goes on Here?" (Mar. '46), *Harper's Magazine*, 49 East 33rd St., New York 16, N. Y. "The Press and the People, the Story from Copy to Street," *Senior Scholastic* (Special Issue) Mar. 26, '38. (Most school libraries have bound volumes of *Senior Scholastic*.)

Letter Perfect Contest (p. 11)

Of interest to students is the announcement of our Letter Perfect Contest on page 11. Here is an opportunity for them to test their skills. Students should be reminded to send their entries to the "Letter Perfect Editor" not later than Sept. 27th.

Following the Films (p. 29)

Here is another fall motion picture landmark. Our movie editor says *Caesar and Cleopatra* by George Bernard Shaw should brighten the start of every English teacher's school year.

Unfortunately, this film from the pen of the meticulous GBS, marks his 90th birthday with a barrage of lurid advertising. Posters and ads everywhere proclaim it a sensual, seductive, and passionate love story. We assure you that it is not. We regret that the charm and comedy of *Caesar and Cleopatra* is so victimized by this false advertising—advertising which *Scholastic Magazines* felt compelled to reject. Many teachers will hesitate to recommend the picture to their classes, so we hasten to reassure you that Shaw himself, in his introduction to *Three Plays for Puritans*, takes violent and amusing exception to all such connotations being ascribed to his *Cleopatra*.

The students will enjoy citing comparisons (they are a bit remote!) between *Caesar and Cleopatra* and Shakespeare's *Antony and Cleopatra*. See how Shaw introduces Caesar to Cleopatra (ACT I) and how Shakespeare (ACT I SCENE III) treats this and assumes much knowledge of background from his audience.

Answers to "Who? Which? What?" (p. 12)

I. 1-b, 2-a, 3-b, 4-c.

II. Date-line missing, commas used in inside address, comma (instead of colon) after salutation, double-space omitted before and after salutation, double-space omitted before complimentary closing, comma omitted after complimentary closing, should be four spaces after complimentary closing, secretary's initials omitted.

III. 1-c, 2-d, 3-a, 4-b, 5-g, 6-h, 7-j, 8-i, 9-f, 10-e.

IV. 1-d, 2-a, 3-e, 4-b, 5-f, 6-c.



THE NBC UNIVERSITY OF THE AIR

NBC's United Nations Project:

Peace Now...or Never

"What attitude do we need most to get along with our neighbors? ... (It) is a desire for understanding, based on ... respect for the other man's point of view and not least on knowledge of his way of life ... Every medium by which knowledge of other peoples is spread has a most responsible task in helping to create realization that we are living in ... one world.

"That is why I was very glad to learn of the National Broadcasting Company's long-term plans for international broadcasting and educational activities aimed at fostering a spirit of unity and understanding among the United Nations."

—BENJAMIN COHEN (Chile), Assistant Secretary General in Charge of Information, U.N.

As a listener to NBC programs, you have been made aware of NBC's United Nations project to promote via radio better understanding among peoples of the world. You have probably listened to the six University of the Air programs which use an international theme. These programs of world significance culminate in a nation-wide NBC United Nations Week—September 22-28.

With the active co-operation of over 100 membership organizations the National Broadcasting Company is devoting seven days of its broadcasting schedule to programs and special events dedicated to a furtherance of understanding among the nations whose representatives compose the United Nations Assembly.

Wherever you are, lend your assistance to this worthy cause. *It is a case of peace now—or never*, and the United Nations organization is the instrument through which the objectives of obtaining peace will have to be achieved.

National Broadcasting Company

America's No. 1 Network





UNITED NATIONS WEEK

September 23-29

5-T



Reunion in New York

REMEMBER the New York Building at the World's Fair? Remember how you took special Long Island Railroad trains at Penn Station; how you walked through the shiny, clicking stiles; how white the needle of the Tylon stood out against the blue sky above global Perisphere; remember the British building with its great British merchant marine and fleet displayed in miniature (doomed, so many of them!); the stately French building overlooking the fountain; the good food, glass, and pottery in the Danish building; symphonies from loud speakers while you rested in the U.S.S.R.'s open air theater; Swedish textiles; Finnish wood; Brazilian architecture moderne?

Nations gathered there in Flushing Meadows that summer just before the war clouds closed down. In concert they displayed products of their industries, treasures of their culture. Millions came to enjoy the world's bounty.

On September 23 nations of the world once more assemble in Flushing Meadows. They will meet in a building saved over from the Fair — the New York building. On that day your loud speakers will bring you eye-witness descriptions of the Second United Nations Assembly. They will tell how delegates of 51 nations walk in to take their places. Then the announcer will say that the President of the Assembly, the distinguished Paul-Henri Spaak of Belgium, has entered the hall. He mounts to the dais. He calls to order the Second Assembly of the United Nations.

President Harry S. Truman urges that beginning with this day — Sept. 23 — we celebrate United Nations Week throughout the United States. Other nations have taken similar action. More than 80 U. S. organizations including the NEA back United Nations Week officially.

To help you to join in the official United Nations Week celebration, *Scholastic Teacher* offers a script reviewing UN to date. It can be used in a high school auditorium, in a classroom, or on a local radio station. It needs no costumes; no memorizing. See also the list of classroom aids.

Boys and girls who will make this planet truly One World are in *your* classrooms. You can help them know U.N.

President Spaak Addressing U. N.



Editor's note: This script reviews United Nations progress to date. This mock radio program can be presented with a few extra typed or mimeographed copies plus a real or prop microphone at the center of the auditorium stage. Public address equipment can be used for voices. The script can be simplified for classroom use. Or it can be elaborated with music. (See list, page 8-T.) — Editor

Characters

ANNOUNCER; MOTHER; JOHN, *a high school boy*; DANNY, *another high school boy*; REPORTER, JOE, GEORGE, JENNIE, MARY, all reporters; VOICES.

(MUSIC: *stirring, up and under.*)

ANNOUNCER: (School name) presents "New World in the Making." Today we take you, not to New York or Paris or Washington, but to an American living room. It is 10 p.m. John, a high school boy, sleepily tries to master a tough homework assignment.

MOTHER (*off mike or off stage*): John, close up that book now and go to bed.

JOHN (*very tired, unheeding*): Yes, Mom.

MOTHER (*sharper*): John, do you hear me?

JOHN: Aw gee, Mom, I've got to finish this assignment.

MOTHER: You're a big, growing boy. You need your sleep.

JOHN: Just ten minutes more, Mom. I've got to get my points ready. I've got a debate coming up tomorrow. It's on the United Nations. (*As if speaking to a group*) You say that dissension is threatening the United Nations — you point to the conflicts reported in the daily papers. I say to you that the United Nations has made great progress in a short time. Let us review what we have accomplished. (*Drops voice back to normal*) Accomplished. (*Yawns*) Oh boy, I'm tired. (*Yawns*) United Nations . . . U.N. . . accomplished (*Voice trails off — big yawn*)

1ST VOICE (*softly to louder*): U N — U N — U N — U N —

2ND VOICE: United Nations.

3RD VOICE (*as if calling roll, loud to soft and under*): Argentina, Australia, Belgium, Bolivia, Brazil . . .

2ND VOICE: United Nations.

3RD VOICE (*soft to loud*): United States of America, Uruguay, Venezuela, and Yugoslavial

ALL VOICES: U N — U N — U N — United Nations.

JOHN (*dreamily*): U — N — United Nations — that's what I've been working on — trying to make it clear. Gosh, I need help.

DANNY (*off mike*): My opponent certainly does need help. Can he answer these simple questions? What is UN doing about the atom bomb? Is UN anything more than a debating society?

JOHN: My opponent has not taken time to learn the truth. Has he heard about the International Court? About the Economic and Social Council? About ILO? Let's see — in my book — I had the place. Let me point out to you (*desperate*) If I only had those facts. They're somewhere here. But, where . . . where?

REPORTER: Can I help you?

JOHN: Who are you?

REPORTER: I'm a reporter. Special correspondent. I cover the United Nations.

JOHN: Boy, am I glad to see you!

REPORTER: Remember the Atlantic Charter? Five years ago, Aug. 14, 1941, all peace-loving nations endorsed the Charter but they wanted to find a way to achieve it. At Dumbarton Oaks, the powers explored and discussed plans for the United Nations.



NEW WORLD *in the making*

BY FRANK MANTINBRAND

Director of assembly programs at Abraham Lincoln High School,
Brooklyn, N. Y.

JOHN: Was that the official start of the U.N.?

REPORTER: I suppose we ought to name June 26, 1945, the birthday of U.N. — at San Francisco. There are 51 members now, with more applications pending. Would you like to hear the preamble to the Charter?

JOHN: Yes, sir!

REPORTER (*rather formal*): Preamble of the Charter of the United Nations.

(MUSIC: *Start softly*)

1ST VOICE: We the people of the United Nations determined to save succeeding generations from the scourge of war . . .

2ND V.: to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women — and of nations large and small.

3RD V.: . . . to promote respect for international law . . .

1ST V.: to further social progress and better standards of living

(MUSIC: *Up and down, after brief pause resume*)

2ND V.: And for these ends.

3RD V.: to practice tolerance and live together in peace and with one another as good neighbors, and to unite our strength to maintain international peace and security, and to use armed force only in the common interest and . . .

1ST V.: . . . to employ international machinery for the promotion of economic and social advancement of all peoples, HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS, and do hereby establish an international organization to be known as the United Nations.

(MUSIC: *Up, triumphant, climax and out.*)

JOHN (*moved*): Gee, that's a grand purpose. How is it working out? What's the Security Council? What is the Economic and Social Council? I get confused.

REPORTER: You are not the first to be confused. Think of the U.N. Charter as the hub around which our new international machinery revolves. That Charter created six organs. Remember that word, organs.

JOHN: What are the six organs?

REPORTER: One, the General Assembly, in which every member nation is represented.

JOHN: One. The General Assembly.

REPORTER: Two, the Security Council. Its job is to maintain peace — the big five — Britain, USSR, France, China and the USA — and six elected members.

JOHN: Two, the Security Council.

REPORTER: Three, the International Court.

JOHN: Three. The International Court.

REPORTER: Four, the Economic and Social Council. It works for higher living standards, for solving economic, social and health problems and for human rights.

JOHN: Four, the Economic and Social Council.

REPORTER: Five. The Trusteeship Council. It looks after problems of dependent peoples — colonies.

JOHN: Five. Trusteeship Council.

REPORTER: Six, the Secretariat, which carries out the day to day work of the whole organization. There you have the six organs of the United Nations.

JOHN: Where do they talk about controlling the Atomic Bomb?

REPORTER: In the Atomic Energy Commission. Some of the organs have commissions to study particular problems. The Security Council set up the Atomic Energy Commission. The Economic and Social Council has commissions on human rights, full employment, control of narcotic drugs, child welfare, transportation, radio, and many more.

JOHN (*recalling*): The United Nations Charter created six organs. Several of the organs have commissions.

REPORTER: Correct. And now let us turn to the specialized agencies.

JOHN: Oh, my poor head.

REPORTER: What if your debate opponent asks you about UNESCO? Or ILO?

JOHN: O.K. Let's get going. The specialized agencies. Are they part of United Nations?

REPORTER: No.

JOHN: Then why bring 'em up?

REPORTER: Because the specialized agencies are closely affiliated with UN. They work hand in hand.

JOHN: Should I know about them?

REPORTER: You certainly should.

JOHN: O.K. Shoot! What's UNESCO?

REPORTER: United Nations Educational, Scientific, and Cultural Organization. United States just recently joined UNESCO. I like this statement in their preamble: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

JOHN: If we could only understand that — all of us — we could succeed so easily.

REPORTER: To carry out that aim UNESCO will promote the free flow of books, movies, radio programs and magazines. It will promote education and travel.

JOHN: What happened at Bretton Woods?

REPORTER: My friend, Joe, covered that. He'll explain.

JOE: At Bretton Woods, 44 nations got together to talk about money and business. The Bretton Woods conference led to the establishment of the International Monetary Fund and the International Bank of Reconstruction.

JOHN: How about aviation?

JOE: George covered that.

GEORGE: For freedom in the air, the international civil aviation conference met in November, 1944. It decided to create *one* universal institution to govern aviation rights, instead of three.

JOHN: What is the FAO? What does it do?

GEORGE: Jennie went to that meeting.

JENNIE: That's the Food and Agricultural Organization. It was the first international group, started early in 1943, to insure for everybody FREEDOM FROM WANT.

JOHN: How about ILO?

MARY: I've been covering ILO for years. ILO — the International Labor Organization — promotes higher standards for workers everywhere in the world.

REPORTER: So you see, Johnnie, there's quite a lot going on internationally.

JOHN: I'll say. Am I going to mow Danny down in that debate. I'll tell him about the United Nations Charter, about the six organs, about the working commissions and about the specialized agencies. I'll say, "Does my opponent really want to know what's going on?" We've got to know UN and work for real world cooperation.

REPORTER: That, too, will come with time and understanding.

(MUSIC: *Steal in.*)

JOHN: Yes, that's the job for all of us. The United Nations must have a chance — to be understood, to grow. We are the ones who have got to have faith! We'll really have to get rid of our ill-will and doubting and ignorance. The Atomic Bomb is not dangerous — but the people who would use it can be. You and I, we've got to make a start. (*Addressing audience*) And you, out there! U and U and U! That's what UN must mean! U N U N U. The world of tomorrow is your world. Help to shape it. Help to make it. U N U N U.

(MUSIC: *Up and Out.*)



Ready for a school assembly mock radio broadcast.

A SELECTED LIST OF FREE AND LOW-COST AIDS

To Make United Nations Real

REPORTERS who ask people what they think of the United Nations say that about half the time they get a blank stare. How much do you and your students know about the U.N.? How can you make United Nations better understood?

The official United Nations Week, Sept. 22-28, offers a golden opportunity. Newspapers, magazines, and radio (see page 16-T) will be filled with news of the Second United Nations Assembly.

Scholastic Teacher has located the following teaching aids on United Nations. We list films and music because study of United Nations will extend through the year.

Ask local NBC stations for their United Nations Week folder. Its cover (borrowed from *Scholastic Magazines*, Sept. 17, 1945) shows in full color United Nations flags.

PRINTED MATERIALS

Free on request to UN: Write to United Nations, Dept. of Public Information, Lake Success, Nassau County, N.Y.

United Nations Conference on International Organization. (San Francisco Conference.) Background, workings, issues, of conference; Charters, Illus.

United Nations: Peoples and Countries. Brief sketches.

United Nations: Today and Tomorrow. Birth of UN.

Also other pamphlets, stenciled information papers, and study guides on several phases of the United Nations Organization.

In Scholastic Magazines:

United Nations: Structure and Functions. Article with chart, *Senior Scholastic*, Sept. 24, 1945.

For complete list of UNO materials in *Scholastic Magazines*, see Teacher Editions indexes, Jan. 21, May 20, 1946.

From Other Sources:

The United Nations; a handbook on the new world organization. By Louis Dolivet. Preface by Trygve Lie. New York: Farrar, Straus and Company, 1946. \$1.75; 40% discount for teachers if ordered direct from publishers.

United Nations Weekly Bulletin. New, official periodical. International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. 15c per copy, \$6 per year.

50 Facts About UNRRA. Free, Division of Public Information, UNRRA, 1344 Connecticut Ave., N.W., Washington, D.C.

Pillars of the United Nations—International Economic and Social Agencies. By Blair Bolles. Foreign Policy Association, 22 East 38th St., New York 16, N. Y. 25c.

Teaching About the United Nations Charter. National Education Association, 1201 16th St., Washington 6, D.C.

The Defenses of Peace. About UNESCO. Supt. of Documents, U.S. Department of State, Washington, D.C. 10c.

United Nations Organization—a Handbook of the UNO. Brief units for use with junior and senior high school social studies classes. Charles E. Merrill Co., 400 South Front St., Columbus 15, Ohio. 20c singly; 15c in quantity.

We, the Peoples. Brief history of United Nations, Education Committee, American Association for the United Nations, Inc., 45 East 65th St., New York 21, N. Y. 15c.

PROGRAM MATERIAL AND CHARTS

American Association for the United Nations, Inc., 45 East 65th St., New York 21, N. Y.

YOU and the United Nations. Program to foster understanding of United Nations countries and people. 15c.

"We the Peoples of the United States have determined."

Drawings illustrating main aims of U.N. Free.

"Charter of the United Nations." Free.

"Get Behind Your United Nations." Poster for United Nations Week. \$2.50 per hundred.

MUSIC ON UNITED NATIONS THEMES

For this list arranged for various voice and instrument combinations, we are indebted to Mary Malone, Harold Flammer, Inc.

One World—Geoffrey O'Hara. SA—SSA—TTBB—SAB—SATB. Publisher: Bourne, Inc.

Hymn for United Nations—Geo. F. McKay. Mixed voices. Publisher: J. Fischer.

United Nations on the March—Shostakovich. SA—SSA—SSAA—SATB—SAB—TTBB. Publisher: Leo Feist. Also an SATB arrangement published by Am-Rus Music Corp.

Freedom—Roger Quilter. SATB. Publisher: Boosey.

Peace in Our Time O Lord—Frederic Fay Swift. SSA. Publisher: Belwin.

On Freedom's Wings—Walter Folde. SATB. Publisher: G. Schirmer, Inc.

Marching Song for a United World—Arranged by "The Kronos." Unison. SSA—TTBB—SATB. Publisher: Neil A. Knos Music Co.

A Prayer for the Family of Nations—Ralph A. Harris. SATB. Publisher: Harold Flammer, Inc.

FILMS AND FILM STRIPS

For more complete list of films pertaining to United Nations, write American Association for the United Nations, 45 East 65th St., New York 21, N. Y. (See also page 18-T.)

16 mm. Sound Films

The Peace Builders, 10 min. Documentary summary of world cooperation to Win the War and Build the Peace. Discussion guide. Prod., National Film Board of Canada. Rent or sale from Brandon Films, Inc., 1600 Broadway, New York 19, N. Y. Also in many film libraries.

UNRRA—In the Wake of the Armies, 16 min. With trailer bringing out issues on international cooperation for relief and rehabilitation. Prod., National Film Board of Canada and the Office of War Information. For rent or sale from Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

Now the Peace, 20 min. How joint action must solve world problems that breed war. Discussion guide. Prod., National Film Board of Canada. Rent or sale from your regular dealer or the producers.

Film Strips

United Nations Charter—Its Structure and Function. Printed commentary and two accompanying pamphlets. By ERG Productions. For sale, New York University Film Library, 25 Washington Place, New York 3, N.Y.



New Classroom Magazines of Special Significance

Practical English

PRACTICAL ENGLISH is a weekly classroom magazine for encouraging the development of better language skills. Designed with the assistance of hundreds of high school English teachers, it is unique in its *functional*, rather than formal, approach to language study. The "why", "what", and "how" of better written and spoken English is effectively demonstrated by examining "English in action", by illustrating its contribution to a full life, to social and business success and happiness.

It brings new motivation and stimulation to the study of **SOCIAL AND BUSINESS LETTER WRITING, ORAL**

AND WRITTEN REPORTS, SPEECHES, CONVERSATION, PARLIAMENTARY PROCEDURE, READING, SPELLING, GRAMMAR, VOCABULARY, and the other phases of practical language skill.

PRACTICAL ENGLISH features special interviews with key people in situations of interest to young people in which the role of language in individual success is dramatized. Various other devices are employed to bring students convincing proof of the power of language, and fresh, effective incentives to progress in its practical mastery. It is of distinct value at some stage in every high school student's study of the language.

PREP

Preparation for Practical Living

PREP is a new magazine of particular interest to that great majority of young people whose high school years are not college-preparatory, but *life*-preparatory. English, Social Studies, and Guidance teachers of all terminal and vocational students welcome its assistance in revealing the present, practical application of school work to progress in after-school years.

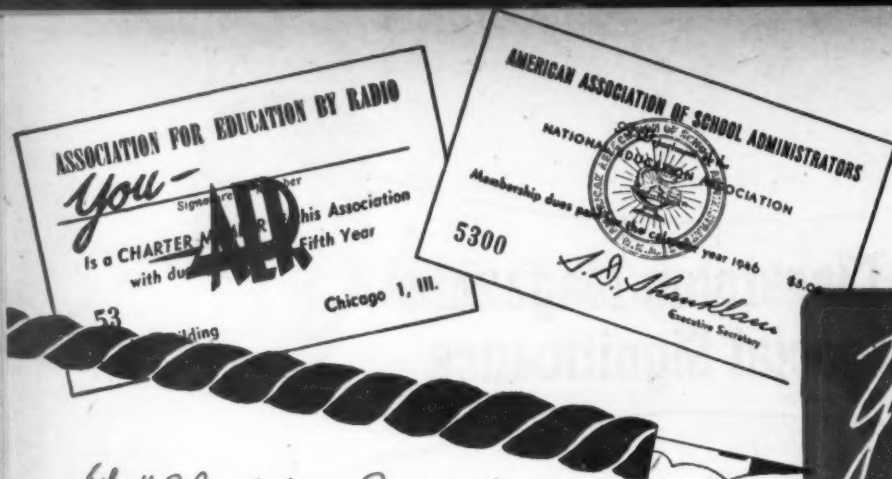
For the English teacher, **PREP** contains *all* of the special English material published in the magazine, **PRACTICAL ENGLISH**, as described above. For the Social Studies teacher, **PREP** presents a vitalized "here and now" treatment of history, government, economics and civics which stresses the relationship of these studies to individual competence in today's complex society.

A third outstanding feature is **PREP's** unique program of occupational information. Herein both boys and girls find guidance and encouragement in building careers, rather than merely drifting into jobs. Their knowledge of the world beyond school is broadened to include the true picture of opportunity, wages, working conditions, present and future prospects, qualifications required, and best methods of beginning in the major fields of employment, as well as in many others frequently overlooked but equally attractive. **PREP** seeks to help young people find themselves, to turn indecision into resolve, to stimulate their imagination and enthusiasm, and to give them the direction and the "know how" for early embarkation on interesting, successful careers.

★ Both **PREP** and **PRACTICAL ENGLISH** are designed as classroom teaching aids. Their maximum value is realized when each student receives his or her own copy each week. Prices on group subscriptions of 2 or more to the same address are 60¢ a semester for **PRACTICAL ENGLISH**, and 75¢ a semester for **PREP**.

FREE TRIAL COPIES. Teachers and school administrators are invited to write for additional information and free trial copies. Scores of thousands of extra copies were printed for this purpose, but are being depleted rapidly. Write today to:

Teachers Service Bureau **SCHOLASTIC MAGAZINES**
220 EAST 42nd STREET • NEW YORK 17, N. Y.



*Your dues
are due!*

*(The U. S. Commissioner of Education wrote
a special message to go with this article.)*



J. S. Studebaker

I have long been a strong believer in the value of membership by teachers in their professional organizations, such as the National Education Association, the National Council of Teachers of English, the National Council of Teachers of Social Studies, and others. Ever since I started to teach I have belonged to the local, State, and National Education Associations.

I have the firm conviction that the cause of freedom and democracy and the cause of democratic education are one and the same. Loyalty to democratic education is loyalty to democracy.

The influence of the teaching profession is directly related to the number of professionally minded teachers who are members of their voluntary professional organizations. Teachers should help by their participation in the affairs of these organizations to form the policies and to express the sentiments of teachers on educational matters.

Membership in voluntary professional teacher organizations is therefore to be regarded as a cherished right, an important means of professional growth and an obligation to the profession and to the nation.

A COLLEGE DEAN wise in the ways of education said this:

"I do not recall that I have ever known a person who stood high in his business or profession who has not actively affiliated himself with organizations, attended meetings, and read magazines concerned with his affairs. These seem to be the ways in which people keep up to date and alert to the new things which are going on."

Early fall is dues-paying time for many of us. We thumb through the membership cards and say, "Which ones ought I to continue?" Mentally you add them up:

State association	\$3
NEA	3
Local association	1
Subject association	3
	<hr/> \$10

Ten dollars. Quite an item in these days, when salaries climb slowly behind soaring prices.

Then you think of Joe Harris, your union friend who lives next door. Twenty bucks a year. And if he works in a shop with a "check-off" contract, his dues are taken out of his wages before he gets his pay check.

Or Doc Roberts. Wonder what his national, state and local medical association dues come to? A lot more than \$10, certainly. Not to mention expensive professional books.

So think it over. When our educational associations show the membership solidarity that the CIO, AFL and AMA do, they get results. Your state association has probably paid your dues many times over through salary increases and other benefits.

Out in California teachers this year contributed \$10 per person *over and above regular dues* to finance a campaign.

For your convenience, *Scholastic Teacher* assembles below addresses, data and annual dues for general, subject matter and administrative associations serving secondary education. Sit down and write that note: "Enclosed please find . . ."

Teacher Associations: GENERAL

N.B. A complete list of educational associations appears in Part IV, Educational Directory, issued by the U. S. Office of Education, Washington, D. C.

The National Education Association of the United States; *NEA Journal*; Executive Secretary, Willard E. Givens, 1201 Sixteenth Street, N.W., Washington 6, D. C. Dues: \$3.

American Federation of Teachers; *The American Teacher*; Executive Secretary, Irvin R. Kuenzli, 28 East Jackson Blvd., Chicago 4, Ill. Dues: 50 cents to \$1 per month (National, state and local).

State Education Associations: (See State Journals).

SPECIAL FIELDS

ENGLISH

The National Council of Teachers of English; *The English Journal*; Secretary-Treasurer, W. Wilbur Hatfield, 211 West Sixty-eighth Street, Chicago, Ill. Dues: \$3. Four Regional Associations.

SPEECH

The National Association of Teachers of Speech; *The*
(Continued on page 12-T)



Why Air-Age Education Research Is Sponsored By American Airlines

In a single generation air transportation advanced the scope, meaning and mobility of man's existence to universal proportions because every place and every person is quickly and equally accessible by air. Aircraft development made possible the first global war. Yet, the Air Age has hardly begun.

The lesson is inescapable for all thoughtful people. Air is the master or the servant, whichever we make it. This is the challenge to educators: *Man must harness air for public service or its potential may be used to subjugate man.*

Only through clear comprehension of the constructive potentials in air transportation, implemented by an intelligent

program of action, can air be utilized for maximum peacetime benefits.

Extension of public appreciation for the social, economic and cultural implications of air power is a vital job. It can be accomplished only through widespread education.

American Airlines recognizes the basic relationship between air education and the well-being of all people. In sponsoring Air-Age Education Research, American Airlines hopes that teachers and school administrators will find welcome assistance in their effort to advance public knowledge of the social implications resulting from man's use of global air. Your cooperation in this important program is earnestly invited.

Air-Age Education Research

ADVISORY BOARD

BEN M. CHERRINGTON
Director, Social Science Foundation
University of Denver

EDWIN A. LEE
Dean, School of Education, U. C. L. A.

ALEXANDER J. STODDARD
Philadelphia Superintendent of Schools

DIRECTOR: N. L. ENGELHARDT, JR.
100 EAST 42nd STREET, NEW YORK 17, N. Y.

Your Dues Are Due

(Continued from page 10-T)

Quarterly Journal of Speech; Secretary, R. L. Cortright, Wayne University, Detroit, Mich. Dues: \$3.10.

SOCIAL STUDIES

The National Council for the Social Studies; *Social Education*; Executive Secretary, Merrill F. Hartshorn, 1201 16th Street, N.W., Washington 6, D. C. Dues: \$3.

ART

Department of Art Education; *Art Education Bulletin*; Secretary, Alfred Howell, Director of Art, Cleveland Public Schools, Cleveland, Ohio. Dues: \$1.

Four Regional Associations (Independent):

Eastern Arts Association; Secretary, Lillian D. Sweigart, State Teachers College, Kutztown, Pa. Dues: \$3.

Pacific Arts Association.

Southeastern Arts Association; Secretary, Ruth Harris, 111 West 11th St., Johnson City, Tenn.

Western Arts Association; Secretary, Joseph K. Boltz, Franklin, Mich.

DRAMATICS

American Educational Theatre Association; A.E.T.A. *News*; Executive Secretary, John Hulburt, Allegheny College, Meadville, Pa. Dues: \$2.50.

GRAPHIC ARTS

National Graphic Arts Education Association; Secretary, C. S. Romig, Altoona Senior High School, Altoona, Pa.

JOURNALISM

National Association of Journalism Directors of Secondary Schools; Secretary, Gunnar Horn, Journalism Director, Benson High School, Omaha, Nebr. Dues: \$1.

LIBRARY

American Library Association; A.L.A. *Bulletin*; Executive Secretary Carl H. Milam, 520 North Michigan Avenue, Chicago, Ill. Dues: \$2 to \$4.

MUSIC

Music Educators National Conference; *Music Educators Journal*; Executive Secretary, Clifford V. Buttelman, 64 East Jackson Boulevard, Chicago 5, Ill. Dues: \$3.

RADIO

Association for Education by Radio; *Journal of the AER*; Secretary George Jennings, Room 701, WBEZ, 228 North La Salle Street, Chicago, Ill. Dues: \$2.

VOCATIONS

American Vocational Association Inc.; *American Vocational Journal*; Executive Secretary, L. H. Dennis, 1010 Vermont Avenue, N.W., Washington 5, D. C. Dues: If you join through affiliated state association, \$2; if as an individual, \$3.

ADMINISTRATIVE

American Association of School Administrators; Executive Secretary, Worth McClure, 1201 Sixteenth Street, N.W., Washington 6, D. C. Dues: \$5 plus membership in NEA.

National Association of Secondary-School Principals; Executive Secretary, Paul E. Elicker, 1201 Sixteenth Street, N.W., Washington 6, D. C. Dues: \$3.

purely personal...

✓ This year we go to press on a *Scholastic* magazine every day five days a week. If we live, that is.

* * *

✓ Friends say, "Now, just what does Scholastic publish?" First let's take the magazines for classroom use. In the group for grades 8 through 12 are: *Senior Scholastic* (which comes in three editions - *Advanced English*, *Social Studies* and *Combination* - of the two), *Prep*, *Practical English* and *World Week*. For grades 6 through 9, there is *Junior Scholastic*. On page 9 we tell how each is custom tailored. As the schools build their courses to fit individual differences so *Scholastic* fits its magazines to help teachers facing special problems.

* * *

✓ Enfolded the teacher's own copy in each package of classroom magazines is the *Scholastic Teacher Edition* with the weekly lesson plan. Once a month *Scholastic Teacher* expands to include radio program listings, new films, new books, news of education, features and articles by teachers themselves.

Then we issue two monthlies:

Scholastic Coach for high school coaches and physical education directors.

American Vocational Journal. The magazine for vocational teachers which we publish for the American Vocational Association.

* * *

✓ We also have a new travel annual for teachers called *Your Vacation*.

* * *

✓ In the next issue watch for news of Scholastic Awards offered for 1947. This program grows like Jack's beanstalk.

* * *

✓ Kenneth M. Gould, our editor-in-chief, has just returned from a semi-sabbatical during which he co-authored a forthcoming World History text for Harper and Brothers.

* * *

✓ This year the press run for our classroom editions is over 750,000 per week. That takes a lot of paper - at least 1675 tons this year.

We print on high-speed *McCall's Magazine* presses at Dayton, Ohio. We go on the presses at 2 a.m. Wednesday morning immediately following *News Week*. By Saturday morning all the editions have been printed and mailed. *McCall's* are now installing new and faster presses. That will mean even better service to our readers.

* * *

✓ Don't miss Lawrence Olivier in the new Technicolor movie, *Henry V*. Here's a film that makes Shakespeare as exciting as a personal visit to the "wooden O." By October it will be showing in most major cities. October *Scholastic Teacher* will tell how it can help English teachers to make Shakespeare the darling of English lit.

* * *

✓ When we dial Melrose 5-4700, an operator brightly answers "United Nations." You *know* UN is real when you can call it on the phone.

by Edith Homans

Recently your editor read through over 100 state education journals. This "homework" was in preparation for the state education journal editor workshop at Lake Forest, Ill., sponsored by the Rural Editorial Service. In the *New Hampshire State Teachers Association Journal* we found and enjoyed "Deluded Dorcas." We believe you will like this refreshing Yankee realism blowing down from the White Mountains. We hope it will inspire other teachers to submit to *Scholastic Teacher* equally penetrating (and, we hope, equally amusing) reports of life around them.—Editor.

THE children of brainy parents always develop well-rounded personalities," airily sniffed Dorcas, a damsel weighed down with a Phi Beta Kappa key.

* * *

I thought of Sarah, a former student of mine. And of Gail. Letter perfect in her assignments, Sarah always craved to do work for extra credit. She toiled in a fever of excitement over the Monroe Doctrine, in a fury of enthusiasm over balance of power.

Both her father and mother possessed Phi Beta Kappa keys and Ph.D. degrees. Before church groups Mother gave a talk entitled "Purity in the Home"—intensely pure, only feebly home-like. The purity of Sarah's home remained unsullied by such worldly influences as the Sunday paper and the movies.

Throughout high school Sarah had no boy friends. She had the mistaken notion that boys were interested only in a spirited game of croquet or a discussion of H. G. Wells as a novelist.

Sarah commented on my course at the end, "It was an inspiration."

With ohs and ahs the faculty Honors Committee elected Sarah to membership in the Honor Society in her junior year. She was what my colleagues invariably call "a girl of promise."

With the grant of several generous scholarships, Sarah remained in college to the conclusion of her sophomore year. Then she left for some such vague reason as "a desire to find herself."



Deluded Dorcas



Sarah invited me to have tea in her New York apartment in the Village. The stuffy room was teeming with pallid youths taking art courses and horsy girls engaged in what they call research. Both men and maidens evinced a tremendous interest in, but an alarming ignorance of, creme de menthe, brandy, and gin. The conversation smacked of cocktails, Picasso, the submerged tenth, cocktails, surrealism, and cocktails.

Sarah, "our girl of promise," was "finding herself."

* * *

Gail, too, was a former student of mine.

She got good marks with little effort. She never clamored to work for extra credit.

Gail's mother waited on tables at the Haymarket Hotel on the other side of the tracks. Her father worked off and on—more off than on. Neither had been graduated from high school.

Attractive in pastel shades, Gail had a weakness for perfume with a lure, well manicured nails, and expensive shoes. She knew her movie stars. Gail attracted boys as molasses attracts flies.

She commented on my course at the end, "You are extremely fair, but the subject bores me."

The Honors Committee passed by Gail. One of my colleagues had once heard a boy sing out to Gail in the hall, "Hi, toots!" Worse still, another faculty member had seen her talking with a sailor in the North Station. At times the members of the Honors Committee confuse themselves with the Watch and Ward Society.

After high school Gail studied salesmanship and merchandising, advanced rapidly, became buyer for a large metropolitan store. She is now married to a prosperous diamond importer whom she met returning from a business trip abroad. They live in an apartment in Manhattan's East 80s. Gail wears mink, and the diamond importer still sends her lavish tributes in long-stemmed roses.

This way young people do much more reading
... and like it!

A NEW PLAN

to encourage
teen-age reading!



TEACHERS HAVE ASKED FOR IT!
TEACHERS HAVE HELPED WORK IT OUT!

SELECTION COMMITTEE

MAX J. HERZBERG, Chairman. Past Pres., Natl. Council of Teachers of English; Past Pres., N. J. Assn. of Secondary-School Principals.

RICHARD J. HURLEY, Pres., Catholic Library Assn.; Divisional Librarian in Education, Asst. Prof. of Secondary Education, University of Neb.

MARK A. NEVILLE, Chairman, English Dept., John Burroughs School, St. Louis, Mo.; Chairman, Comm. on Book Lists for Junior and Senior High Schools, National Council of Teachers of English.

E. LOUISE NOYES, Head of English Dept., Santa Barbara H. S., Santa Barbara, Cal.

MARGARET SCOGGIN, Librarian, Nathan Straus Br., N. Y. Pub. Lib.

1. **IT'S NEW.** The only plan made for teachers, with the help of teachers, to encourage the reading and owning of good books among teen-agers.

2. **IT'S AUTHORITATIVE.** The Title Selection Committee is composed of persons prominent in education and in library work. See list at left.

3. **IT'S EASY TO OPERATE.** A few minutes of your time each month will help your students acquire regularly a worthwhile group of titles. Students themselves can get valuable business experience in handling the details for you.

4. **IT'S LOW PRICED.** Books are only 25 cents each, and in addition students receive *free* book dividends.



THE TEEN AGE BOOK CLUB

Sponsored by Pocket Books, Inc.

1230 Avenue of the Americas, New York 20, N. Y.



To get full details
and *free* sample
copy of one of
the Club books—

MAIL THIS
COUPON TODAY!

Department 15,
Teen Age Book Club
1230 Avenue of the Americas
New York 20, N. Y.

Please send, without obligation, complete details about Teen Age Book Club, and a *free* sample of one of the books.

NAME.....
SCHOOL.....
ADDRESS.....
CITY.....STATE.....

Un-Gobbledegook Man and Others

IF the writing craft interests you or if you have students who think they want to make a living by writing, here are three handy books and a pamphlet.

In *Writers and Writing*, by Robert van Gelder, and *Summing Up*, by W. Somerset Maugham, writers tell about their work habits. *Summing Up* has just been reissued in a 25-cent edition.

The Art of Plain Talk and the pamphlet are by Rudolf Flesch, a man Uncle Sam hired to improve U. S. Government English. He puts into the hands of aspiring writers what science has found out about readability.

Mr. van Gelder served until recently as book editor of the *New York Times*. He interviewed many writers. *Writers and Writing* brings together his interviews with 90 contemporary authors. His portraits include John Dos Passos, Thomas Wolfe, Jan Struther, Van Wyck Brooks, Marjorie Kinnan Rawlings, Irvin S. Cobb, Edgar Lee Masters and E. B. White.

Don't expect *New Yorker* profiles. These are catch-as-catch-can newspaper interviews. Snapshot studies. Teachers can use this book in contemporary American literature classes. Young writers will want to read the introduction. Mr. van Gelder tells how he sweated out his interview technique.

Maugham, out of a lifetime of successful writing, pulls together some of the wisest advice on the craft ever assembled. Like many writers he learned about life by starting out to be a doc-

tor. "I had an acute power of observation," he says, "and it seemed to me that I could see a great many things that other people missed. I could put down in clear terms what I saw."

Remember the storm about gobbledegook in OPA regulations? Rudolf Flesch is the man Maury Maverick brought to Washington to make OPA dictums readable by the butcher, baker, and housewife.

Mr. Flesch wrote a doctor's thesis on readability. Then he took his own advice and began writing readable copy. He has done more than that. Through his new book and the U. S. Government leaflet, he shows writers how they too can use results of readability research.

In the twenties Dr. Gray at Chicago began photographing eye movements of the readers. One of his students, Dr. Leary, later carried this research forward in *What Makes Books Readable*. She told how she isolated six key readability factors out of some 80. Lorge and Bryson at Teachers College, Columbia University, investigated along parallel lines. Working in this field Flesch has simplified scientific findings into practical guides for writers.

He boils the advice down in the Government pamphlet to three points:

1. Shorten your sentences to an average of 17 words.
2. Shorten your words to 150 syllables per 100 words.
3. Use about 6 personal references per 100 words.

Flesch warns that simple writing doesn't mean writing for the simple-minded. Such word carpenters as Shakespeare, Frost, and Hemingway rate very well by the Flesch "formula."

More good Flesch advice will be found in *The Art of Plain Talk*. Be sure to read his chapter on verbs called "Live Words."

Science throws more and more light on the job of communication. Flesch is one of its most literate prophets. When the U. S. Government, great press associations and magazines call in experts to shape their editing policies, shall teachers also take note? Of course science can't tell how to write the Great American Novel. But it can help.

fitting to commemorate your heroes with a living munity plan? Living memorials are not limited plantings of trees in parks. Suggest that there a pro- from already being considered by to and the cou- when to be one necessarily the town's idea a to build a memorial for your communit ber- a memorial for your communit for children, or an adult public health center w instruction in nutrition, home nursing, and ger

New and Forthcoming

G.B.S. 90. Aspects of Bernard Shaw's Life and Works. Edited by S. Weinstein. New York: Dodd, Mead & Co. 1946. 280 pp. \$3. Famous writers pay tribute.

America's Legend. By Robert and Dorothy van Gelder. New York: Appleton-Century. \$3.75. Treasury of Americana.

Alexander of Macedon. By Harold Lamb. New York: Doubleday & Company, Inc. \$3.50. By an expert on Near East beginnings.

We Happy Few. By Helen Howe. New York: Simon and Schuster. \$2.75. Novel. When the war came to Harvard.

Chloe Marr. By A. A. Milne. New York: E. P. Dutton & Co. \$2.75. An adult novel by the famous English author.

Yellow Tapers for Paris. By Bruce Marshall. Boston: Houghton Mifflin & Co. \$2.50. By *The World, the Flesh and Father Smith* author.

Hotel Bemelmans. By Ludwig Bemelmans. The Viking Press. "Hotel Splendide" and other stories from *The New Yorker*.

Dear Sir or Madam. Assembled by Juliet Lowell. New York: Duell, Sloan and Pearce, Inc. More letters from the "common man" to his government.

Front Page History of the Second World War. New York: New York Herald Tribune. Front pages and photographs of the war.

Inexpensive Reprints (25c.)

By Penguin Books, Inc.

The New Veteran. By Charles Bolte. Ideals and aims of veterans of World War II.

Saint Joan, Major Barbara, Pygmalion. By George Bernard Shaw. Three Shaw plays reprinted on his 90th birthday.

By Bantam Books

A Bell for Adano. By John Hersey. Best seller of 1944, also film.

The Laughter of My Father. By Carlos Bulosan. *New Yorker* sketches about the Philippines.

By Pocket Books

Roget's Pocket Thesaurus. Edited by C.O.S. Mawson. Famous book about English words and meanings.

Dragon Seed. By Pearl S. Buck. Resistance of Chinese to Japanese.

Past Imperfect. By Ilka Chase. Amusing anecdotes and autobiography.

Cluny Brown. By Margery Sharp. Recently made into a film.

Writers and Writing. By Robert van Gelder. New York: Charles Scribner's Sons. 381 pp. \$3.00.

The Summing Up. By W. Somerset Maugham. New York: Penguin Books, Inc. 219 pp. 25 cents.

The Art of Plain Talk. By Rudolf Flesch. New York: Harper & Brothers. 210 pp. \$2.50.

How Does Your Writing Read? Washington, D. C.: Superintendent of Documents, Government Printing Office, 12 pp. 5 cents.

Sight and Sound

A NEW LISTENER'S GUIDE

Radio Programs Recommended by FREC Committee to Appear in Scholastic Teacher Every Month.

• Radio is like a big department store. You know that it has much that you want. But where to find it? How can you know in advance about programs you don't want to miss? How can you guide students to programs that will bring social studies right up to the minute; point up the English hour; stir lively discussion?

Scholastic Teacher takes pleasure in announcing an improvement that will help you answer these questions. Beginning with this issue our monthly radio guide becomes the official listing service of the Federal Radio Education Committee.

This means that an Advisory Committee of qualified educators lists programs recommended for student listening. The FREC (Federal Radio Education Committee) set up this service. Nationally known educators and broadcasters comprise the FREC. Its chairman is U. S. Commissioner of Education, John W. Studebaker.

Who actually selects these programs for recommended listening? And how? Advisory Committee members are: Mrs. Gertrude Broderick, secretary of FREC and director, Radio Script and Transcription Exchange, U. S. Office of Education (chairman); Belmont Farley director, public relations, National Education Association; Cley M. Huber, registrar, Wilson Teachers College, Washington, D. C.; Mrs. Hazel Kenyon Markel, director, public service and education, station WTOP-CBS, Washington, D. C.

Each month the four major networks — ABC, CBS, MBS, NBC — recommend new programs for committee consideration. The group then listens to specimen programs. The group also periodically reviews established programs.

How do they reach their judgments? By these criteria:

1. *Educational significance.* Does the program present information, concepts, and opinions that are important to maintenance and development of the

democratic way of life? Does it build favorable attitudes toward, or appreciation of, our cultural, social, and ethical values?

2. *Radio program quality.* Is the program well written, well produced, simply presented, and in good taste both from the standpoint of content and sponsorship?

3. *Instructional adaptability.* Does the program lend itself to use by teachers for specific classroom assignment? Many programs, educational in character and artistically well presented, do not lend themselves to use as supplementary aids. Omission of such programs is no reflection on their quality.

News programs are not included because of their great number.

Music programs are described on the occasion of their first listing.

Actual subjects of forthcoming broadcasts will be listed wherever possible.

Three-way cooperation of networks, FREC, and *Scholastic Teacher* bring you this guide.

The Cleopatra on Our Cover

• On our cover 90-year-old George Bernard Shaw, most famous of living writers, talks things over with Vivian Leigh, the Cleopatra of Shaw's *Caesar and Cleopatra* currently showing in the motion picture theaters.

If Shaw ever sees the advertising copy describing this film, he may never live to see 91. The resemblance between the advertising and the film is "purely coincidental." Don't be misled by such phrases as "Never before such seductive beauty . . . such riotous . . . luxurious . . . loving and living."

Scholastic Magazines' film reviewer found nothing of the sort. The picture, like Shaw's original, devotes very little attention to sex. Teachers can safely recommend *Caesar and Cleopatra* to their students as an outstanding film.

Distributors of *Caesar and Cleopatra* offered *Scholastic Magazines* the same 4-color advertisement that appeared in *Life*, *Saturday Review of Literature*, and other periodicals. *Scholastic* declined the advertisement because the copy was not suitable for the high school classroom. However, *Scholastic* gives a three check (top rating) recommendation to the picture.

United Nations on the Air

• Why not ask your students to listen and report on radio programs featured during United Nations Week? Opening of the second UN Assembly will probably be broadcast on Monday, September 23, during school time. You could pick up this historic event on a classroom receiver.

NBC has planned various feature programs. Watch for announcements also from other networks.

NBC's United Nations Week series opens with the National Hour program, Sunday, September 22, 4:00-4:30 p.m. Speaker tentatively scheduled is Trygve Lie, UN secretary-general. Talks by top UN officials follow during the week. All NBC University of the Air programs will be on UN subjects. (See schedule, page 20-T.) Home life in UN countries on "Home Is What You Make It," turns on Saturday, September 28, to life in the Netherlands.

NBC local stations are cooperating in UN Week celebrations. Contact them for latest facts on air features.

Credit Should Go to Barrymore

• Al Jolson playing with Mae McAvoy in *The Jazz Singer* will be remembered as the first sound motion picture but the honors really should go to John Barrymore and Mary Astor. The current celebration of 20 years of sound pictures commemorates the first showing of the Vitaphone short, *Don Juan*. Broadway greeted this innovation on Aug. 6, 1926. Convinced that sound was here to stay, Warner Brothers moved the Vitaphone unit to Holly-



Scene from *The Jazz Singer*.

wood and began production of *The Jazz Singer*. The now famous words spoken by Jolson were an accident. He sang as planned and then, thinking the scene had been completed, said "You ain't heard nothing yet." This ungrammatical observation won the hearts of all, so it stayed in the show. Adding sound to sight in the movies completed man's age-long effort to recreate experiences for the eye and ear with maximum resemblance to reality.

Coronet Instructional Films



Announce Sixteen New Sound Films in COLOR...

Now available, for classroom showing commencing this Fall, are 16 new additions to the CORONET library of instructional sound films in vibrant life-like color.

Heading the list is a unique reel, "The Nature of Color," which leads the student in logical, understandable sequence through an explanation of the nature of color in physical terms.

The other 15 new CORONET releases, too, meet the CORONET standard of filling an educational need, fitting into standard curricula, and of presenting phases of a subject best taught with the aid of motion pictures.

Preview prints are available for those interested in making selections for purchase.

THE Nature of COLOR

This new film, like the two on CAMOUFLAGE IN NATURE, listed below, must necessarily be produced in natural color—a skill pioneered by CORONET.

16 NEW ADDITIONS



CORONET LIBRARY OF ALMOST 100 SOUND-AND-COLOR FILMS

BATTING FUNDAMENTALS

Educa. collab.: James Smilgoff, Instr., Chicago Cubs Train. Camp; Baseball Coach, Chicago Schools.

CATCHING FUNDAMENTALS

Educa. collab.: James Smilgoff; Tech. advisor, Mike Trash, Star Catcher, Chicago White Sox.

SOCCER FOR GIRLS

Educa. collab.: Miss Marjorie Fish, New Jersey State Teachers College, Trenton.

MAPS ARE FUN

Educa. collab.: Miss Viola Theman, Ph. D., Asst. Prof. Education, Northwestern Univ.

CAMOUFLAGE IN NATURE

Through Farm and Color Matching. Educa. collab.: Miss Harriet M. Smith, M. A., Chicago Acad. of Sciences; A. M. Bailey, Sc. D., Colorado Museum of Nat'l Hist.; O. S. Pettingill Jr., Ph. D., Carleton College; A. L. Melander, formerly Col. of the City of New York.

THE NATURE OF COLOR

Educa. collab.: Dr. Ira M. Freeman, Associate Professor Physics, Swarthmore College.

ANCIENT WORLD INHERITANCE

Educa. collab.: Oriental Institute of the Univ. of Chicago, under supervision of Richard A. Parker.

SIMPLE STUNTS

Educa. collab.: Otto Ryser, Physical Training Instr., Indiana Univ.

KNOW YOUR LIBRARY

Educa. collab.: Miss Alice Lehrer, Assistant Professor of Library Sciences, Univ. of Illinois.

HOW MAN MADE DAY

Educa. collab.: Illa Podendorf, Univ. of Chicago Lab. School.

SPRINGBOARD TECHNIQUES

Educa. collab.: Mike Peppe, Dir. of Swimming, Ohio State Univ.

SPELLING IS EASY

Educa. collab.: Dr. Viola Theman.

CAMOUFLAGE IN NATURE

Through Pattern Matching—Educa. collab.: Miss Harriet M. Smith; C. J. Albrecht, formerly Chicago Nat'l Hist. Museum; A. M. Bailey; O. S. Pettingill Jr.

MATTER AND ENERGY

Educa. collab.: E. C. Waggoner, Dir. Visual Education, Elgin (Ill.) Public Schools.

HOW TO STUDY

Educa. collab.: Dr. William G. Brink, Professor of Education, Northwestern University.

WE DISCOVER THE DICTIONARY

Educa. collab.: Dr. Viola Theman.

All the above except "The Nature of Color" and the two "Camouflage in Nature" reels are also available in Black-and-White.



SEND FOR THE
CORONET
INSTRUCTIONAL
FILMS CATALOG



FILMSTRIPS

CORONET's 10th Anniversary-Year Filmstrip Series offers two 35-mm. rolls monthly, one 25-frame Filmstrip of a selected Picture Story from CORONET MAGAZINE, and one 40-frame Filmstrip of a timely safety education subject produced in collaboration with the National Safety Council and the Society for Visual Education. Sixteen Filmstrips for the usual price of six.

For the Complete Series—October through May—Prepaid—\$12.00.



2" x 2" KODACHROME SLIDES

All the famous CORONET MAGAZINE Color Features in 2" x 2" Kodachrome Slides. With orders, specify page numbers and month of issue. Price—Each—Prepaid—\$.50.

WRITE TO: CORONET INSTRUCTIONAL FILMS—919 North Michigan Avenue—Chicago, Illinois

Coronet

Sight and Sound

This month we call your attention especially to the new March of Time Forum Edition series, and to a set of three fine filmstrips on living with the atom bomb, put out by Film Publishers, Inc. Under the March of Time's subscription plan, you can sign up for a complete series of eight films (they now have three such series) to be shown throughout the school year.

The slide films on the atom bomb form a unique set, because the same technique has been used on all three, and they illustrate phases of the all-pervading question: "Now that we have the bomb, what do we do with it?"

FILMSTRIPS

Three new slide films prepared in cooperation with the National Committee on Atomic Information and the American Federation of (atomic) Scientists have been released by Film Publishers, Inc.

How to Live with the Atom. Cartoons illustrate current theories on how to avoid the disastrous effects of the atom bomb. The only sure way to control the atom bomb is seen to be through an international agency.

World Control of Atomic Energy. Cartoons contribute to a basic understanding of the ways of controlling atomic energy through world cooperation. American, Russian, British, and other proposals are considered.

Up and Atom. How does a small community make itself felt in relation to problems like the control of atomic energy which concern the whole world? That is what *Up and Atom* answers. It acts as a primer of independent political action.

All three filmstrips with speech notes and discussion guides are for sale from Film Publishers, Inc., 12 East 44th Street, New York 17, N. Y.

16 MM. SOUND FILMS

The March of Time Forum Edition announces eight new 16mm. sound films, Series M. titles are: *The Philippine Republic, Palestine, Greece, Britain and Her Empire, Italy, Music in America, The Pacific Coast, and Life with Baby.* Discussion outline included. For rent, by series or singly, from The March of Time Forum Edition, 369 Lexington Avenue, New York 17, N. Y.

The Pale Horseman. 19 min. A documentary record of the health problems left in the wake of war in Europe. The film describes the job that the Allied Armies have done in combatting them. The film points out the necessity for international epidemic control. Discussion guide available. Produced by United Films. For rent

or sale from Brandon Films, Inc., 1600 Broadway, New York 19, N. Y.

Partners. 18 min. Eastern Africa has a growing export trade, and measures are being taken to insure that the living standard will keep pace with commercial progress. Education is the great need, and partnership between European and African can supply it. Free from British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

The Building of a Tire. 28 min. col. A new Walt Disney film describing the making of a tire from the time the rubber comes from the trees until the finished tire's final inspection. Every step is shown in the processing of the rubber and the assembling of the parts of a tire. Produced by Firestone Tires. Free from Y.M.C.A. Motion Picture Bureau, 347 Madison Avenue, New York 17, N. Y.

Junior Prom. 22 min. col.; **Dinner Party.** 2 rls. col. These companion films deal with etiquette for high-school-age youth at a dance and a dinner party. *Junior Prom* describes the conduct of two couples at a high school dance. The contrast between confidence of good manners and the uncertainty of bad ones is brought out. Accompanied by discussion guide. *Dinner Party* uses the same kind of technique in describing a birthday party. A half-reel summarization, reviewing correct behavior methods, is included. Produced by Simmel-Meservey. Both for rent from Y.M.C.A. Motion Picture Bureau, 347 Madison Avenue, New York 17, N. Y.

The Nature of Color. 10 min. col. This film describes color as mental reactions to varying wave lengths of visible light. Application of scientific color principles to arts, color painting, and photography is shown. For sale from Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill.

Maps Are Fun. 10 min. col. or b.w. Two boys enlist the help of a kindly cartographer in making a map. The boys learn the principles of scale, symbols, types of maps, uses of color, and use of a map index. For sale, Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill.

Ancient World Inheritance. 10 min. col. or b.w. The film relates ancient civiliza-



tions to the modern world. By comparison of the ancient with the modern, the student is shown how every-day articles and institutions are inherited from early cultures. For sale, Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill.

Know Your Library. 10 min. col. or b.w. Betty is at a loss trying to find her way in a library. John gives her a few hints, and, with the help of a librarian, she goes back and finds the material needed with no trouble. She learns about the organization of a library, the card catalogue, the Dewey Decimal System, and supplementary materials. For sale from Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill.

How to Study. 10 min. col. or b.w. This film gives a series of visual and practical suggestions on how a student can make efficient use of study time. It shows how study is made more pleasant and profitable through proper techniques. We see a ninth grade student prepare a report, budget his time, use different reading skills, and locate reference material. For sale from Coronet Instructional Films, 919 N. Michigan Ave., Chicago 11, Ill.

The Railroad Signal. 17 min. sd. This is another of the New York Central System's series, "Running the Railroad." The audience tours a modern signal system, seeing automatic equipment which makes railroading safe. The film shows the uses and meanings which signals have for men running the trains. Distributed through film libraries.

Clean Waters. 27 min. col. sd. Emphasizes the importance of clean waters as an essential natural resource. In contrast, the effects of water pollution are shown. Methods developed to prevent pollution are shown. Produced by General Electric Co. Free, from local utility companies or General Electric Apparatus Sales Offices.

Distributing America's Goods. 1 r. sd. Fifty-nine cents out of each purchase dollar in America goes for the distribution of articles. This film shows why. Costs of the producer, the wholesaler, the retailer are illustrated. Free, from Encyclopaedia Britannica Films, Inc., 20 N. Wacker Dr., Chicago 6, Ill.

Suffer Little Children. 10 min. sd. A plea to all to do the utmost to release food for shipment overseas. The film shows the need of the children of Europe for aid. Children in UNRRA camps are contrasted with those left to themselves. For rent or sale, Brandon Films, Inc., 1600 Broadway, New York 19, N. Y. (Also certain local distributors.) Produced by National Film Board of Canada, 620 Fifth Avenue, New York 20, N. Y.

This Is TB. 11 min. Film shows pointedly what TB is, its cause, cure, and prevention. Emphasis on the latter. Film strip and pamphlet complete the unit. Produced by Emerson Yorke Studio. Free from National Tuberculosis Association, 1790 Broadway, New York 19, N. Y.

What Congress Did (and Didn't)

With the 79th Congress now in the bosom of its constituents, let us review some of its actions that affect you as a teacher. After all, the 1946 elections are just around the corner.

Put US in UNESCO.

Made it easier for GIs to take further education.

Added \$14,300,000 to Federal aid for vocational education; broadened provisions so that full-time day teachers of distributive education will be Federally aided. For the first time Federal aid for vocational education can be used for building and equipment. Amount appropriated \$82,700,000 less than requested. Total annual Federal funds for vocational education now \$21,300,000.

Voted permanent legislation for school lunches after eliminating funds to help states and localities improve the educational value of the program. Once food surpluses reappear, will we again see schools under pressure to take beans and more beans whether they want them or not? Can the states afford to hire supervisors to make this truly a nutrition program and not merely a food distribution device? This act needs watching.

Wrote a bi-partisan general Federal aid bill (S.181 approved by Senate Education and Labor Committee) which would distribute funds to states where need is greatest. Initial appropriations: \$150,000,000. But that is as far as the bill got.

Received a new, much broader proposal for national encouragement of education. (See page 22.)

Declined to oppose Administration reorganization which:

1. Put the Children's Bureau into the Federal Security Agency with the U. S. Office of Education. This should reduce jurisdictional troubles over who does what for youth.

2. Abolished the Federal Advisory Board for Vocational Education.

3. Completed U. S. Office of Education reorganization by abolishing both assistant commissioner positions. (Directors of eight divisions take over the duties.)

rectors of eight divisions take over the duties.)

Turned down a proposal, of great importance to education. It happened this way: The Senate sent to the House a bill to increase Federal contributions for the aged and for dependent children. This bill contained a new

principle. It distributed aid to states on the basis of need calculated by a formula. This is the same device proposed by the Senate Education and Labor Committee for Federal aid to education. Wealthy states contribute funds to states poor in resources but rich in children. For it, in the House, were Southern Democrats and Northern and Western liberals; Republicans voted as a block against it. Those against won and forced the Senate to agree to a different formula. The action bodes ill for the current Senate Federal aid bill, S.181. Keep your eye on this issue. We haven't heard the last of it.

7,000,000

PEOPLE ARE SICK TODAY!

Not just feeling "poorly," but sick enough to be disabled. That is the average daily sickness reported in

FREE MEDICAL CARE

C. Peters approx. 300 p. \$1.25

The book is the latest Reference Shelf compilation of divergent opinion. President Truman in his November message called for specific legislation. "The National Health Act of 1946" was introduced in the Senate this Spring. The problem has been selected by the N.U.E.A. for debate in most of the country's schools.

Is the nation's health the responsibility of the individual or the state? Obviously there are many shades of opinion. The book impartially gives space to the most logical proposals in the words of the proposer. It opens with an interesting review of the position of the doctor in state and society from earliest times, and reports on systems employed in Norway, Great Britain and Russia.

Doctors, legislators and social insurance advocates are all heard from in a book that gives the reader the facts and asks him to form his opinion.

★ ★ ★ ★ THE REFERENCE SHELF ★ ★ ★ ★

7 BOOKS — \$6.00 ON SUBSCRIPTION

SINGLE COPIES \$1.25

Free Medical Care . . . The Atomic Bomb*

International Trade: Cooperative or Competitive?

Representative American Speeches: 1945-1946

United Nations*

Two titles to be determined by Tomorrow's Headlines

* In Preparation

THE H. W. WILSON CO.

950 UNIVERSITY AVENUE NEW YORK 52, N. Y.

for September listening

CBS

ABC

MUTUAL

CBS

Program-Listing Service for Students

Selected from monthly recommendations of four major networks by the Radio Program Listing Service Advisory Committee of the Federal Radio Education Committee, U. S. Office of Education. All hours given EST.

Supplement this partial list of radio's many resources with facts about other non-network, educationally valuable programs. Check and mark local station call letters, time, availability.

SUNDAY

Northwestern Reviewing Stand (S-A)

11:30-12 noon. MBS Sta. _____ T. _____

Roundtable discussion of current affairs with educators, professional and business men. Northwestern University auspices.

Invitation to Learning (S-A)

12-12:30 p. m. CBS Sta. _____ T. _____

The world's great books discussed by leading scholars, critics and writers. Sept. 22, Point Counter Point; Sept. 29, Foundations of Science.

The People's Platform (S-A)

1-1:30 p. m. CBS Sta. _____ T. _____

Two eminent guests and chairman Dwight Cooke discuss vital issues.

America United (S-A)

1-1:30 p. m. NBC Sta. _____ T. _____

Representatives of labor, agriculture and industry alternate; discuss problems facing America.

Time for Reason (S-A)

1:30-1:45 p. m. CBS Sta. _____ T. _____

Series by Lyman Bryson, Counsellor on Public Affairs, designed to enlighten public opinion on national and international postwar reconstruction. (Printed copies on request.)

Warriors of Peace (S-A)

2-2:30 p. m. ABC Sta. _____ T. _____

Theatre stars and top Army officers in a new type of Army show - dramatizing the highly important contributions of the U. S. Army in peace and fight on typhus, scarlet fever and malaria; flood control; all-weather flying; etc.

RCA-Victor Show (J-S-A)

2-2:30 p. m. NBC Sta. _____ T. _____

Orchestral program, Frank Black, director, Robert Merrill, soloist. Sponsor: Radio Corporation of America.

Harvest of Stars (S-A)

2:30-3 p. m. NBC Sta. _____ T. _____

Howard Barlow conducts orchestra; Raymond Massey narrator. The Lyn Murray chorus featured with guest soloist. Sponsor: International Harvester Co.

New York Philharmonic Symphony (S-A)

3-4:30 p. m. CBS Sta. _____ T. _____

World-renowned orchestra returns to air. 143th broadcast. Guest conductors.

Columbia Workshop (S-A)

4-4:30 p. m. CBS Sta. _____ T. _____

New writing and production techniques, original dramatic works.

NBC Symphony (S-A)

5-6 p. m. NBC Sta. _____ T. _____

Sept. 15 and 22, to be announced; Sept. 29, Wilfred Palletier.

If program comes at time awkward for student listening, urge local station to record and re-schedule. Write local station or network for study guides.

Keys—Grade level: E (elementary), J (Junior high), S (Senior high), A (adult); networks: ABC (American Broadcasting Company), CBS (Columbia Broadcasting System), MBS (Mutual Broadcasting System), NBC (National Broadcasting Company)

Let's Go to the Opera (S-A)

7-7:30 p. m. MBS Sta. _____ T. _____

Popular selections from world's great operas; English translations sung by leading American stars. Orchestra under Sylvan Levin.

Exploring the Unknown (S-A)

9-9:30 p. m. MBS Sta. _____ T. _____

Dramatizes scientific research and shows how lives of each of us is affected. Sherman Dryer, director. Sponsor: Revere Copper and Brass, Inc.

Theatre Guild on the Air (J-S-A)

Time to be announced. 60 min. ABC Sta. _____ T. _____

Finest dramatic entertainment, including drama, comedies and musicals - many hitherto unproduced on the air. Where possible, original casts play radio adaptations. George Hicks, "The Voice of U. S. Steel." Sponsor: U. S. Steel.

MONDAY THROUGH FRIDAY

Time to Remember (S-A)

10:45-11 a. m. CBS Sta. _____ T. _____

Milton Bacon's regional legends and true stories

America School of the Air (J-S-A)

5-5:30 p. m. (See daily schedules) CBS Sta. _____ T. _____

All programs presented with NEA endorsement. New manual outlining 150 broadcasts available free to teachers and group leaders upon request to local CBS stations. First broadcast, Sept. 30.

Cimarron Tavern (S-A)

5:30-5:45 p. m. CBS Sta. _____ T. _____

Dramatization of early American Southwest

Headline Edition (S-A)

7:15-7:45 p. m. ABC Sta. _____ T. _____

Dramatizations of day's news; profiles of men in the news; debates regarding current political and social topics.

MONDAY

World Neighbors (American School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

Information in dramatic form about our fellow-men in UN countries. Sept. 30, Australia.

TUESDAY

Gateways to Music (American School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

The Columbia Concert Orchestra and guest artists.

Doctors Talk It Over (S-A)

9:30-9:45 p. m. ABC Sta. _____ T. _____

Medical care and public health, with outstanding medical authorities interviewed by Milton Cross. Sponsor: Lederle Laboratories, Inc.

The American Forum of the Air (S-A)

9:30-10:15 p. m. MBS Sta. _____ T. _____

Discussion of current affairs from the Nation's Capital, presided over by S. Theodore Granik.

Open Hearing (S-A)

10:30-11 p. m. CBS Sta. _____ T. _____

From Washington, men and women who make and execute national policies discuss a major issue of the week. CBS moderator reports background news and sums up.

WEDNESDAY

March of Science (American School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

Dramatizations of research stories behind everyday things.

Invitation to Music (S-A)

11:30-12 p. m. CBS Sta. _____ T. _____

Soloists with Columbia Symphony Orchestra; new emphasis on unfamiliar works of great composers

THURSDAY

Tales of Adventure (American School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

Dramatizations of outstanding books for listeners, young and old.

Carrington Playhouse (S-A)

8-8:30 p. m. MBS Sta. _____ T. _____

Young writers seeking radio careers find opportunities in the Carrington Playhouse. Mutual solicits cooperation of established radio, dramatic and journalism departments of universities and colleges in unearthing new writing talent.

America's Town Meeting (S-A)

8:30-9:30 p. m. ABC Sta. _____ T. _____

Current opinion program now in its eleventh year. Questions of national and international importance discussed by authoritative leaders. George V. Denny, moderator; questions from audience.

Concert of Nations (S-A)

11:30-12 p. m. NBC Sta. _____ T. _____

An NBC-United Nations Project featuring United Nations music. Sept. 26, United Nations Week Special Program

FRIDAY

Opinion Please (American School of the Air) (J-S-A)

5-5:30 p. m. CBS Sta. _____ T. _____

Invites Americans to consider important questions. Discussions from college campuses.

Tales of the Foreign Service (S-A)

11:30-12 p. m. NBC Sta. _____ T. _____

Documentary series based on little known facts and records of U. S. Foreign Service. NBC-United Nations Project

SATURDAY

Garden Gate (S-A)

9:15-9:30 a. m. CBS Sta. _____ T. _____

Talks about gardening for amateurs and professionals. Sponsor: Ferry-Morse Seed Company.

Let's Pretend (E)

1:05-11:30 a. m. CBS Sta. _____ T. _____

Dramatic adaptations of fairy tales and original fantasies by Nilla Mack. Also directed by Miss Mack. Sponsor: Cream of Wheat Corp.

Home Around the World (S-A)

11:30-12 a. m. NBC Sta. _____ T. _____

Underlying characteristics, traditions and customs which we in U. S. have in common with other nations. NBC-United Nations Project. Sept. 21, Turkey; Sept. 28, The United Kingdom.

Consumer Time (S-A)

12:15-12:30 p. m. NBC

Sta. _____ T. _____

Produced in cooperation with U. S. Department of Agriculture, program presents facts about consumer problems and answers consumer questions. Appropriate for home economics. Sept. 21, The Egg and Yaw; Sept. 28, Food and Agriculture Organization Conference.

The American Farmer (S-A)

12:30-1 p. m. ABC Sta. _____ T. _____

Farm program. Features livestock shows, farm forums, state fairs, and discussion problems of land grant colleges. U. S. Department of Agriculture participates in a five-minute portion devoted to broad farm questions. (Also organized farm groups such as 4-H Club and National Grange.)

"... To Live in Peace" (S-A)

1-1:30 p. m. ABC Sta. _____ T. _____

Borrowing its title from the United Nations Charter preamble this program points up issues discussed at UN Security Council sessions and at any other meetings held to further the cause of peace. Using dramatizations and recordings of actual proceedings, the program goes into history to explain how the issues discussed grew into international arguments. Walter Kiernan, ABC commentator, is narrator.

Country Journal (S-A)

2-2:30 p. m. CBS Sta. _____ T. _____

Farmer's postwar role and his daily problems. This "Radio Farm Magazine" frequently has news from various farm regions.

The Baxters (S-A)

2:30-2:45 p. m. NBC Sta. _____ T. _____

Dramatizes home and family problems as portrayed by a typical American family. Produced in cooperation with the National Congress of Parents and Teachers. Sept. 21, Parents Don't Mean Any Harm; Sept. 28, Driver Training Enters the Curriculum.

Of Men and Books (S-A)

2:30-2:45 p. m. CBS Sta. _____ T. _____

John Mason Brown, critic and lecturer, discusses the latest books and their authors.

Adventures in Science (S-A)

2:45-3 p. m. CBS Sta. _____ T. _____

Watson Davis on latest science news, prominent guest scientists interviewed.

Cross Section, NAM (S-A)

3:45-4 p. m. CBS Sta. _____ T. _____

Dwight Cooke, roving interviewer, quizzes members of National Association of Manufacturers.

Philadelphia Orchestra (S-A)

5-6 p. m. CBS Sta. _____ T. _____

One of the best musical organizations, top-ranked soloists, outstanding music.

American Portrait (S-A)

6:15-6:45 p. m. CBS Sta. _____ T. _____

Dramatizations of lives of men of industry, politics and culture to point up the contribution of ideas and ideals that have force and meaning in our life.

Labor U.S.A. (S-A)

6:45-7 p. m. ABC Sta. _____ T. _____

Labor program, presenting viewpoints of CIO on labor questions, and including labor news, dramatizations

It's Your Business (S-A)

7-7:45 p. m. ABC Sta. _____ T. _____

Management's side of labor-management affairs. By United States Chamber of Commerce and National Association of Manufacturers during alternate quarters.

Chicago Theatre of the Air (S-A)

10-11 p. m. MBS Sta. _____ T. _____

Famous operas and light operettas in condensed form. Prominent soloists. WGN Chorus and Orchestra.

IMPORTANT to old and new subscribers

NEW SUBSCRIBERS will find a Confirmation card bound in this issue. This is the last issue due on your Tentative Order. Unless you have already sent us a second, or confirming order, stating the number of subscriptions you definitely desire, please use the enclosed card for that purpose. Send it today to insure uninterrupted service. You do not need to make remittance now.

OLD SUBSCRIBERS will find a Renewal card bound in this issue. While awaiting word from you concerning your subscription, we have been sending you the same number you received last term. We can not continue, however, without your prompt instructions. IF you have not already sent in your renewal, please send us your instructions on the enclosed card today.

Thank you, and best wishes for the new school year.

Sincerely yours,
SCHOLASTIC MAGAZINES

Clyde R. Shuford

Teachers Service Bureau

Repeat Performance

The seniority of a teacher had been overlooked in making a promotion. Disgruntled, he demanded why his twenty years of experience had been ignored.

Explained the principal, "You haven't had twenty years' experience. You have had one year's experience twenty times."

It's All Relative

Some students were discussing their exams, each one insisting that his had been the hardest. A boy won the argument by claiming, "My exam was so tough they failed me for having a period upside down."

Experience is a dear teacher; all others are underpaid.

—New Jersey Educational Review

HUNDREDS ARE ADOPTING FOR CLASS ROOM USE

Roget's INTERNATIONAL Thesaurus

The first COMPLETELY REVISED
edition in 24 years!

The ONLY edition with these
6 big features:

- Over 200,000 words and phrases
- 74,978 new words added
- New pin-point reference system for quick-finding of every word
- Modern quotations as well as Biblical and classical
- American slang plus foreign words and phrases
- Large, clear type on special opaque paper
- 1194 pages

6 x 9 Sturdy buckram binding

Plain edges, \$4.00 Thumb-indexed, \$4.50



At your bookseller NOW

For free booklet write:

THOMAS Y. CROWELL
Dept. 51

432 Fourth Ave., N. Y. 16

Y E L L S FOR HIGH SCHOOLS

The all High School YELL book! 301 Yells that can be adapted to any School or Pep Club group. All the Yells and Helps you need compiled in this one book. Order your copy today. \$1.00.

ART CRAFT PLAY CO.
MARION, IOWA

Why doesn't Education fare better in Congress?

AT a Senate hearing on school lunch legislation a few years ago N. S. Light of the Connecticut State Department of Education answered that question.

"Congress," he said, "has never adopted a policy on children."

It's true. Congress has policies on agriculture, on the merchant marine, on aviation, on money and banking, on labor, on parks, on industry, on taxes. Detailed investigations built foundations for these policies. From time to time Congress re-examines and adapts its policies on many phases of our national life.

But when it comes to education Congress hasn't carried through on any important action since establishment of the Smith-Hughes program in 1917. Many Congressmen say, "Under the constitution, education is the states' job." So we have a curious spectacle. The national government of the world's greatest nation shows concern for every important resource of the country except the most important — its children.

Perhaps we should say "did" instead of "does." In the last hours of the 79th Congress Senator Murray introduced the Education Development bill to cultivate the child resources of the United States. Its number is S. 2499. Write to Senator James E. Murray, Senate Office Building, Washington, D. C., for a copy.

Here is a bill that may capture the imagination of liberal, forward-looking people of this country. It is the Senate Federal aid bill plus! Plus money really to do the job. Plus scholarships to insure that poverty shall not penalize brains. Plus money for school buildings and equipment. Plus nation-wide library service. Plus adult education. Plus aid for camping programs. Plus money for administration and research to guarantee that we do well what we do.

When you write, ask also for the report on S. 181. On page 21-1 Senators Murray, Walsh, Aiken, and Morse call for such a "long range program which will meet the educational needs of this growing nation."

"A new and bolder approach with respect to Federal aid to education seems to be in order," say the senators. "We need a program based upon the recognition that an expanded educational system is a prerequisite to a sound and intelligent electorate and to the creation of an economy of full employment and full production. We need a program so broad and so challenging that it will inspire the united support of all groups who are truly interested in raising American educational standards for all our citizens and improving the general social and economic life in our country."

When Senator Murray filed his bill he said he hoped it would be discussed. Let's discuss it. Let us see that the public has a chance to discuss it. Let's see if we can reach some common ground on the issue of Federal funds for non-public as well as public education. Read what the report says on that.

Here may be the beginning of what Dr. Light said we need: A national policy by Congress for the children of America.

When it's modeled
in

PLASTIC WOOD

it's Permanent!



THE OBJECTS SHOWN in the panel were modeled with **PLASTIC WOOD** by students in the 7th, 8th and 9th grades in the Herron Hill Junior High School, Pittsburgh, Pennsylvania.

As the result of a search to discover a low-cost modeling medium **PLASTIC WOOD** was selected as ideal for the purpose. No preparation between classes was necessary. The modeled articles had a permanent quality.

THE TEST COURSE was conducted over an 8-week period at the Herron Hill Junior High School, using simple items available in every home—such as flexible wire, paper clips, small boxes, coat hangers, beads, felt, colored cords and safety pins.

● Designs were just drawn on cardboard, either by tracing or free hand. **PLASTIC WOOD** was then added in thin layers as the modeling progressed. In fashioning the belt the following steps were taken. First, the design was drawn on a cardboard milk bottle top or a similar piece of cardboard; second, **PLASTIC WOOD** was applied in a thin layer to the underneath or backside of the disc; third, **PLASTIC WOOD** was modeled in a thin layer around the design; and fourth, the design itself was modeled in relief with **PLASTIC WOOD**.

● The holes through which the thin leather thongs are laced, to hold the discs together, were made with a pin or a piece of wire while the **PLASTIC WOOD** was still soft. When dry, each section was sandpapered to a smooth finish, painted and decorated. Any type of paint, nail polish, aeroplane "dope" or varnish is practical for a bright, colorful finish.

FREE SAMPLE! If you would like to experiment with **PLASTIC WOOD** for class room modeling, we will be glad to send you samples of **PLASTIC WOOD** and **PLASTIC WOOD SOLVENT**. Direct your request on your school stationery to: **BOYLE-MIDWAY Inc.**, 22 East 40th Street, New York 16, New York.

Handles like putty . . . Hardens into wood!

**PLASTIC
WOOD**

A CELLULOSE FIBRE FILLER

Sold Everywhere

T.M. Reg. U.S. Pat. Off.



The *NEW* Compton's



provides "Room to Grow"

Meets the new school needs at every age level

In high school as well as the grades, Compton's Pictured Encyclopedia has won enviable recognition.

Following their slogan "Give the Young Mind Room to Grow," the editors of Compton's have made it a rigid rule to present every subject, and every phase in the development of a subject, within the understanding of the appropriate age level. This is one reason why Compton's has become the preferred encyclopedia in so many high schools . . . why it is now so generally used by college students who want clear, well-rounded information.

The new postwar edition, just off the press in July, climaxes four years of planning and preparation during the war years when paper restrictions prevented expansion. Not since 1932 has revision been so extensive. The new materials—which include world history and changes in the war-torn nations, recent scientific developments such as radar, jet propulsion, atomic power, winds and weather, to mention only a few—make this New Compton's an even greater source of reference for high-school students and teachers than ever before.

In its new dress, new cover and page design, profusely illustrated with hundreds of new maps, pictures, and diagrams in brilliant color, this edition of Compton's opens a new era in encyclopedia making.



Write for information and earliest shipping date

F. E. COMPTON & COMPANY • 1000 North Dearborn Street, Chicago 10, Illinois

SEPT